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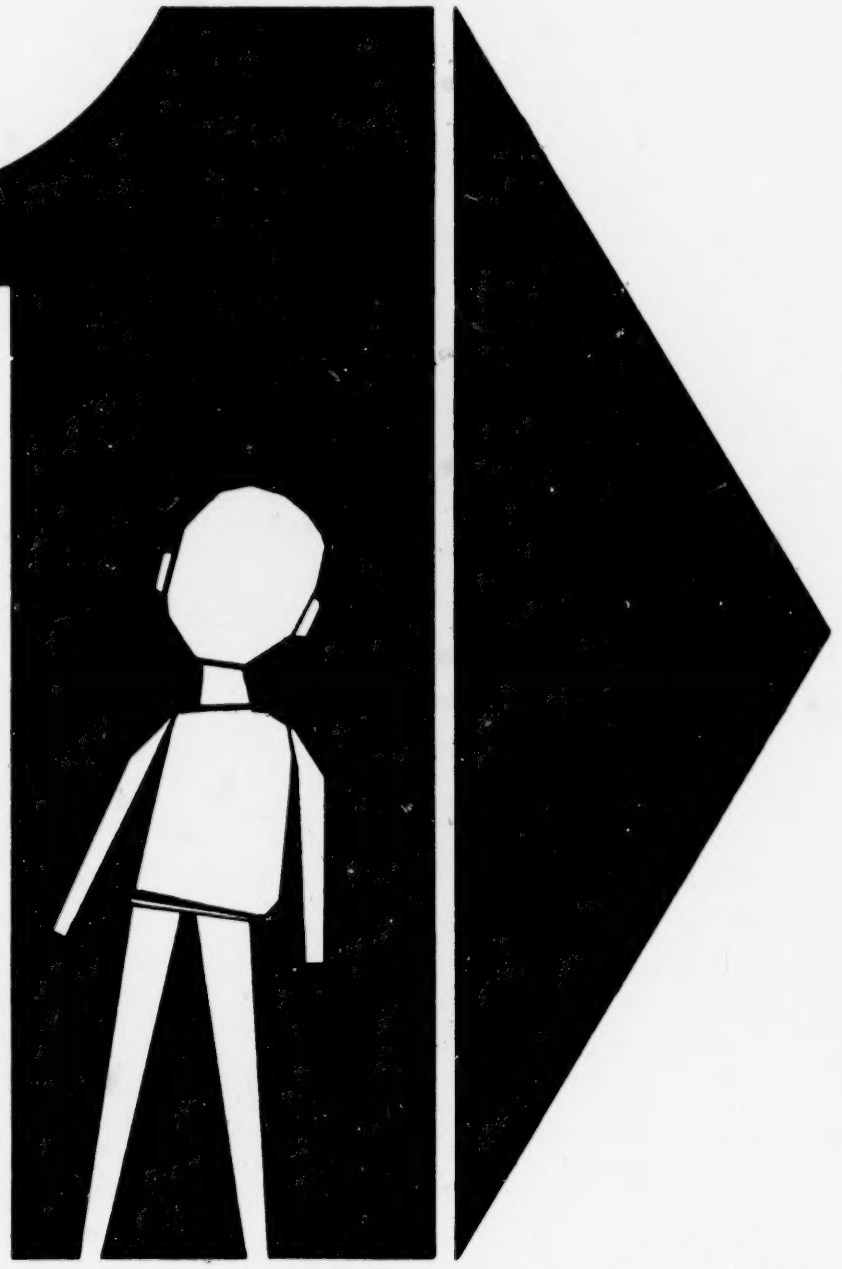
ABSTRACT

This project was undertaken to identify, collect, classify, and assess career education treatment units that have proved effective or can be readily field tested. A nationwide field survey of various educational sources was made to identify a broad spectrum of career education treatment units. Follow-up and site visits were made to collect identified units. A high level of interest in career education was found in public schools and state departments of education throughout the nation. Many of the development efforts in progress are aimed at grades K-6. The report summarizes the treatment units which were assessed, including: (1) developing organization, (2) title, (3) grade level, (4) usefulness in local education agency installations, (5) career education element, (6) occupational cluster, (7) method of presentation, and (8) overall evaluation. An accompanying second volume of 16 appendixes provides data on the search contacts made, processing techniques used, and information on additional materials, sources, and related organizational efforts. (JS)



A FIRST STEP TOWARD CAREER EDUCATION

The Center for Vocational and Technical Education The Ohio State University Columbus, Ohio

A project to identify,
compile, catalogue, analyze
and assess past and
present career education efforts
to support
Comprehensive Career Education
Model 1 objectives

VOLUME I

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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January 31, 1972

Dr. Aaron J. Miller, Director
Comprehensive Career Education Model I
The Center for Vocational and Technical Education
The Ohio State University
2501 North Star Road
Columbus, Ohio 43221

Dear Dr. Miller:

Transmittal of this report completes our work under a subcontract to The Center for Vocational and Technical Education to conduct a project to identify, collect, assess and classify career education treatment units that can be used to advance the Comprehensive Career Education Model I (CCEM I) developmental efforts of your organization.

PUBLICATIONS AND PRESENTATIONS ACKNOWLEDGMENT

As required by Article VI of the contract, the following acknowledgment is cited:

"This work was supported in part by Grant No. OEG-3-7-000158-2037 by the Office of Education, U.S. Department of Health, Education and Welfare to The Center for Vocational and Technical Education, The Ohio State University. Investigators undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education or Center position or policy."

PROJECT TIME SPAN

The contract for this work was signed on November 4, 1971 and the project was completed on January 31, 1972. Original timing requirements

were extended modestly in order to permit more extensive assessment of materials flowing into our assessment center in January.

FINAL REPORT

As agreed at our last progress meeting, we are sending the report in draft form to the Center on January 31, 1972. We will deliver 25 copies of the final report to Columbus after our final meeting scheduled for February 9, 1972. Our final report to the Center consists of the following elements:

- Volume I, a comprehensive discussion and analysis of the work that was completed, the results of this project and a statement of the appropriate next steps the Center should take to build upon the base of knowledge that has been developed.

- Volume II, a report including 16 appendices that provide backup data on field contacts, procedures and systems that were developed and used throughout the course of the work.

- Computer index reports (six reports), submitted under separate cover, which document, in a number of useful ways, all materials reviewed, assessed and processed during the project.

- A separate work folder on the ERIC search that was undertaken.

- Copies of all source documents (call reports and assessment forms) in organized file form.

- All materials collected during the project -- 47 cartons of treatment units that were assessed, 24 cartons of materials that were reviewed, 8 cartons of materials that arrived too late for assessment and 1 carton of miscellaneous items.

We believe that our final report and the materials that have been accumulated, assessed and transmitted to

the Center, represent the most comprehensive, in-depth body of organized information on the "state of the art" of the career education concept that exists in the country today.

PROJECT STAFF

As you know, we organized a large, multi-discipline project staff totaling 45 members, that began productive work immediately upon authorization of the work. The composition of the staff included:

- Full time project direction by the national project director and field director
- 23 field staff members
- 16 members of the assessment center staff
- 6 support staff members

Additionally, three members of the Council of the Great City Schools provided professional support during the site visitation process, as well as providing office and facilities support in Washington, D.C. during the course of the project.

REPORT ORGANIZATION

Our principal report is organized into five chapters and includes the following subject matter:

Chapter I - Objectives, Scope and Method of Survey
Includes project goals, survey strategy, broad scope survey, review and assessment approach and reporting procedures.

Chapter II - Assessment Center Operation
Includes assessment time frame, objectives, organization and functions, and process and procedures.

Chapter III - Data Retrieval System
Includes key documents, files and reports, cross referencing, initiating inquiries, further inquiries to assessment forms and use of call report.

Chapter IV - Summary of Survey Results
Includes summary analysis, computer index reports and materials reviewed (highlights of selected useful treatment units for CCEM I project)

Chapter V - Recommendations for Continuing Survey Activities
Includes summary status, major projects, other sources and conclusion.

We view the principal value of both volumes of our report as its utility to Center staff as a workbook and manual. It is an understandable, practical and organized document. We believe that the report and all the accompanying materials will enable the Center to set up the programs, systems and procedures that will be required to maintain leadership in career education.

* * * *

Palo Alto Educational Systems has been proud to be selected to undertake this important project. We wish to acknowledge the significant assistance given our team by your staff during this demanding period of time.

We have high hopes for the future of career education and we are confident that this project has moved the concept ahead substantially.

Very truly yours,

Palo Alto Educational Systems

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I. OBJECTIVES, SCOPE AND METHOD OF SURVEY

I. OBJECTIVES, SCOPE AND METHOD OF SURVEY

This report was developed during the course of a project to identify, classify and assess materials that should prove useful in the development of a model career education program. The work was authorized by The Center for Vocational and Technical Education (referred to as the Center), The Ohio State University and was conducted by Palo Alto Educational Systems. The model comprehensive career education program effort (CCEM I) is under the direction of the United States Office of Education and under joint development by the Center and six local education agencies (LEA school districts) for installation in the LEAs over the course of the 1972-73 school year.

This project was completed during the period of November 4, 1971 and January 31, 1972. Our report to the Center was developed parallel with survey activities which included semi-monthly progress reports held at the Center's office in Columbus, Ohio. The goal of this report is to provide the Center with a clear understanding of project tasks that have been completed and to establish a basis from which desirable future inventory and assessment efforts can be advanced. The contents of this chapter are supplemented by materials included in Appendices IA through IC in Volume II of this report.

A. STATEMENT OF OBJECTIVES

The basic objective of this project was to identify, collect, classify and assess career education treatment units (developed since 1965) that had been proven to be effective or could be readily field tested. Materials were to be transportable and available for use in the six LEA districts during September, 1972. For survey purposes, a career education treatment unit was defined as any idea, program, system, procedure, device or material that can contribute to the development, installation, evaluation or dissemination of the career education concept.

The survey for treatment units was completed within the broad context that career education is a total program extending from kindergarten through the twelfth grade that provides each student with an understanding of careers and career options leading to the development of a marketable skill for every participant exiting from the system (not necessarily graduating) in a field which he has mindfully chosen, with an awareness of the life style involved in such choice.

(1) Instructional Treatment Units The concept of career education is sufficiently broad that it could be construed to include all experiences of a student over many of the most formative years of his life. To provide more specific direction to survey efforts, the total range of possibilities was focussed during our initial progress meeting

with the Center, by establishing the following basic guidelines.

- Primary emphasis in developing the model program was to be given to treatment units developed or in place at any of the six LEAs participating in the program with the Center.
- Secondary emphasis was given to the use of treatment units which were developed and proven in a public school environment.

Skills training units for use at the secondary education level were judged to be of less significance to survey activities than treatment units applicable at lower grade levels since members of the Center's staff have broad awareness and extensive knowledge of such programs. Further, programs proven in a public education vocational training environment were to receive preferential treatment over materials available from other sources in the selection of treatment units to be used in the model program.

(2) Instructional Support Activities While the identification of instructional treatment units received primary emphasis throughout the survey, materials were also sought which could be used in career education support activities. The specific types of support materials sought during the survey follow:

- Guidance units relating specifically to career education.
- Teacher training units developed for use in teacher education programs that are oriented to career education instructional methods.
- In-service training procedures which had been used in introducing career education materials within a public school system.

- Data systems to support an evaluation process for determining the overall effectiveness of career education programs.

- Community relations programs which provide for either developing cooperation and participation from individuals and organizations in the community in a career education program or advancing the career education concept within the community.

- Placement practices and procedures which have resulted in securing gainful employment for participants.

B. SURVEY STRATEGY

Stringent time requirements imposed by the Center's need to have programs in operation by September, 1972, required that survey activities be carried on at at rapid, intensive pace. Survey plans were developed which met two major objectives: To provide comprehensive coverage of public schools and other organizations in order to identify a broad spectrum of useful career education treatment units and to conserve an adequate portion of project resources for follow up and site visitations in order to collect units that were identified. The major phases of the survey were as follows:

- Broad scope review, to identify promising treatment units in actual operation or development process at public schools and other organizations.

- Specific field activities, to gather and collect treatment units identified during the broad scope survey.

- Assessment center organization, to establish a center in Phoenix, Arizona for the orderly receipt and assessment of career education materials.

- Review, assessment and classification, to process treatment units received from public and commercial sources.

- Final reporting, to document survey methods, summarize findings and present recommendations for continuing follow up.

Thus, the project strategy encompassed both a comprehensive approach, selectivity and the steps necessary to evaluate the relative merit of the materials.

C. BROAD SCOPE SURVEY

Initial survey activities were organized to achieve a broad range of inventory coverage, with the objective of identifying promising career education programs and, to the extent possible, resulting in treatment units being promptly forwarded to the assessment center for processing. Activities completed during this phase fall into three general categories.

(1) General Survey (Public Education) Major project efforts during the initial survey phase were directed toward identifying and contacting school districts that were engaged in development of career education programs.

- RCU directors and other officials in all state departments of education were contacted to identify promising projects and knowledgeable individuals within their states.
- Publications identifying federal funds that have been appropriated for development of career education related programs were reviewed to supplement information obtained from state officials.
- Initial contacts at the district level resulted in referrals to programs developed at other districts and individual schools.

Procedurally, call reports were completed for each contact and, when appropriate, efforts were made to have materials forwarded immediately to the assess-

ment center. Call report notations were made as to the desirability of a site visit or possible follow up of projects which had not yet produced transportable results, but held potential promise, when completed. All contacts made throughout the course of the survey are compiled in Appendix IA.

(2) Site Visits (Public Education) At the outset of the project, several public school districts were identified at which we anticipated site visits would be required in order to assess the extent to which these districts could provide treatment units that would meet survey objectives. These organizations, listed below, included large metropolitan districts and LEA candidates.

Metropolitan Districts

Baltimore	Denver	Philadelphia
Boston	Houston	Detroit
Buffalo	Memphis	St. Louis
Chicago	Minneapolis	San Diego
Cleveland	Milwaukee	San Francisco
Dallas	New York City	Washington, D.C.

LEA Candidates

Portland	Springfield
Philadelphia	Peoria
Pittsburg	San Antonio
Akron	

(3) Special Survey Groups General surveys were made in the six target areas (listed below), which together, represent the general potential that now exists in the country for supplying treatment

units for career education purposes. Specific organizations were identified which seem to merit further contact by the Center.

- Universities Early in the project, we identified nineteen institutions of higher learning that might be currently engaged in career education efforts in a major way. This conclusion was drawn because of the following activities at each of these universities: active involvement in curriculum research, receipt of various federal and state planning grants, and designation by State Departments of Education for teacher training in vocational education. Additional referrals made during the course of the project resulted in a total of forty-five universities being included in the survey. These institutional contacts are detailed in Appendix IA.

- Community Colleges A range of institutional information and contacts was gained through the national association to identify specific institutions and individuals actively engaged in career education. Principal identifications were:

  - Institutions which had direct involvement with local school districts in career education projects.

  - Colleges which had received significant grants and government funding for career education related projects.

- Commercial Suppliers In cooperation with the project team, the Association of American Publishers contacted its membership, which comprises most of the principal firms involved in publishing commercially provided texts and supplementary instructional materials.

- Industrial Programs Trade and professional associations were contacted to identify industry wide career education programs and efforts of individual companies. We anticipated that the review of industrial programs would produce heavy emphasis on skills training. Therefore, in recognition of the Center's guideline that preference would be given to treatment units proven through use in public school vocational training programs, project emphasis was placed on associations representing organizations in career clusters which traditionally have not been included in vocational education programs.

These clusters are:

Cluster	Title
3	Communications and Media
6	Transportation
8	Marine Science
9	Environmental Control
10	Public Services
11	Health
13	Personal Services
14	Fine Arts and Humanities

- Regional Labs Career education activities of these organizations were reviewed to identify those labs which had received research grants to complete projects that were closely related to the program needs of the LEAs.

- Major Private and Parochial School Systems were contacted to determine if new career education programs were being formulated or past programs might yield treatment units relevant to the survey objectives.

Related projects which had involved national career education survey efforts were identified and contacted to determine the extent to which they might provide contributions to the needs of this project. Principal among these were: University of Missouri; Center for Occupational Education; and the Northwest Regional Education Laboratory.

(4) ERIC Search A search strategy was devised for review of abstracts maintained in the ERIC system. The objective of the search was to identify materials which could be obtained through the ERIC clearing house which were compatible with project goals. The search strategy was developed parallel with our broad scope survey and the results of screening the ERIC system did not identify any substantial quantities of information that had not

been obtained through field survey activities. Problems in the use of the ERIC system to support this project were caused by two main factors: descriptors provided for in the ERIC system do not effectively relate to career education; and the basic objective of ERIC is to serve as a clearing house for research materials. Since our survey was directed toward obtaining instructional units, the basic content of ERIC abstracts was not complementary to project needs. Details relating to the descriptors used and other facets of the search are discussed in Appendix I-B.

(5) Other Education Model Projects Organizations working with the United States Office of Education in the development of career education Models II, III, and IV were contacted. At each organization contacted, we sought to identify project objectives and development methods that were being used and also to determine whether a field survey to obtain developed materials was planned. Model II was the only program which had started a search for materials. However, their time schedule for gathering materials extended to June, 1972 and the types of materials that they were attempting to obtain dealt principally with skills training programs that relied heavily on the use of community resources. In summary, no material useful to the Center's project was obtained from the efforts of

II. ASSESSMENT CENTER OPERATION

the other career education model programs. The results of contacting the other models are documented in Appendix IC.

D. REVIEW AND ASSESSMENT

Materials received in response to field survey activities were processed through a review and assessment system. The tasks involved in this phase of the project are detailed in the following chapter.

At the outset of the project, the Center was to provide a matrix which would correlate in-place LEA units to the eight career elements that were to be spanned by appropriate programs at each grade level. The objective of developing such a matrix was to highlight program voids in the in-place LEA units, both by grade level and career element. Thus, activities of field survey efforts could be keyed more selectively to specific needs.

When the matrix was developed, it proved to be too general to provide such guidance to survey efforts. Therefore, in order to develop a composite perspective of the scope of coverage of all materials (both in-place LEA units and treatment units obtained through the field survey), it was suggested by the project team and concurred by the Center, that all LEA units be processed through the assessment system. We believe that this additional effort produced another dimension of project quality that will be very useful to the Center as it moves into its intensive CCEM I curriculum development effort.

E. PROGRESS MEETINGS AND FINAL REPORT

Five semi-monthly progress meetings were held through the course of the project at the Center for Vocational and Technical Education in Columbus, Ohio. All meetings were attended by the Palo Alto Educational Systems national project director and other key staff personnel, depending upon the subject matter of the report. This final report, summarizing project activities, was sent to the Center, in draft form, on January 31, 1972 and will be the subject of a final discussion on February 9, 1972.

II. ASSESSMENT CENTER OPERATION

II. ASSESSMENT CENTER OPERATION

The processing of treatment units and other materials that were received as a result of field survey activities and LEA in-place units are described in this chapter. The material presented concentrates on the objectives of the assessment center operations and the conduct of professional evaluations. The system for retrieving information resulting from survey activities and the assessment processes are covered in Chapter III. The sections that follow are structured to define:

- The assessment time frame.
- Operating objectives of the assessment system.
- Organization and functions of the assessment center.
- Assessment processes and procedures.

Material in this chapter is supplemented by Appendices IIA through IIF in Volume II of this report, which contain detailed procedural statements of the tasks that were completed during professional review and assessment and administrative support operations.

A. TIME FRAME OF OPERATION

Organization, planning and operations at the assessment center ran from November 28, 1971 through January 31, 1972 and proceeded through four major phases. The timing and content of each phase follows:

(1) Organization and Planning (November 28 through December 3) This initial period was devoted to planning the center's operation and developing necessary administrative support systems. Over the six day period, the following activities were completed:

- Design of the basic document to be used for guiding and recording assessment activities.
- Development of specifications for a computer based system to support classification, indexing and retrieval of materials to be reviewed and assessed.
- Forecasts of staffing requirements and development of a preliminary production schedule.

(2) Staffing and Training (December 3 through December 8) Professional and support personnel required to man the assessment center operation were oriented to the program's objectives and received training in use of assessment documents and procedures.

(3) Testing and Modification (December 8 through December 9) Professionals staffing the assessment operation completed a pilot run through several treatment units and representatives from the Center for Vocational and Technical Education reviewed the assessment document. A number of desirable modifications and additions were identified. The assessment document was then restructured and produced.

(4) Operation (December 8 through January 31)

Treatment units received from the field survey and in-place LEA units were assessed. The bulk of the assessment activities was completed by January 7th. The balance of the month was devoted to assessing items received after the first of January and follow up on units that had been set aside because of missing items or for other reasons.

B. ASSESSMENT OBJECTIVES

The assessment system can be divided into several major stages. The first and last components, initial and final processing of the units, were completed on a daily basis, and these steps were handled by administrative support personnel. The review, assessment and classification and indexing stages involved considerable time and effort and required the use of professionally trained personnel. Summary operating objectives of each component of the assessment system follow:

(1) Initial Processing To provide for systematic preliminary handling and organization of career education materials and maintaining field survey follow up files prior to professional evaluation.

(2) Review To conduct a professional review of materials to identify their basic content and determine proper routing through the assessment system.

- Materials (which could not be put in place in a class room environment by September 1, 1972 implementation date) were routed directly to the final processing stage.

- Treatment units (public sources) that were to be assessed were first classified by grade level.
- Commercially produced materials were held for the indexing and classification stage only.

(3) Assessment To assess treatment units received from public sources that were found suitable for use in a classroom environment:

. To determine basic qualitative characteristics of the treatment units by three general categories: identification of the kind, type and configuration of the treatment unit (components); relevance and internal quality factors; and, identification of special demand factors required for replication of the unit.

. To conduct an overall professional evaluation of the merit of treatment units in reference to: nine established merit factors; facility with which the treatment unit could be installed in an LEA without special handling and; a narrative global assessment of the quality of the unit by the evaluator.

(4) Classification and Indexing To index and classify commercially produced materials determined, during the review stage, to be relevant to the project's objectives by: grade level, career element, industry, cluster, content area and type of unit.

(5) Final Processing To process for shipment all materials that were reviewed, assessed or classified. The final processing stage included development of administrative files and preparation of source documentation for interfacing with the computer indexing system.

C. ASSESSMENT CENTER ORGANIZATION AND FUNCTIONS

The assessment center was organized to carry on four major functional activities: general management, support activities, professional review and assessment and quality control.

(1) General Management Project time pressures required on site, professional direction of the assessment center. This need was particularly critical during the beginning of review and assessment activities when the processing of treatment units generated a variety of questions which required immediate attention to prevent undue delays and backlogging of materials that already had been received.

(2) Support Activities Direction of administrative support activities, which involved both initial and final processing of treatment units and other materials, was supervised by the on-site project coordinator under general guidance of the director of the assessment center.

(3) Professional Review and Assessment These critical operations, which were carried on by professional personnel, were directly supervised by the director of the assessment center. Lead personnel were designated for the processing of elementary, secondary and vocational education materials. Final assessing was carried on under the guidance of the

director and was conducted by individuals whose experience in curriculum development spanned both primary and secondary grade levels.

(4) Quality Control A professionally trained assessor, who was experienced in curriculum development, reviewed all units at various stages of completion in the assessment process. The objective of the quality control review was two-fold: to foster consistency in evaluations; and to assure that all required assessment activities were being completed.

D. PROCESS AND PROCEDURES

Exhibit I following illustrates schematically the overall flow of treatment units throughout the assessment center. Each step of the process is highlighted in the following material. Procedures that were developed to provide guidance to administrative and professional personnel engaged in the assessment process are documented in Appendices IIA through IIF.

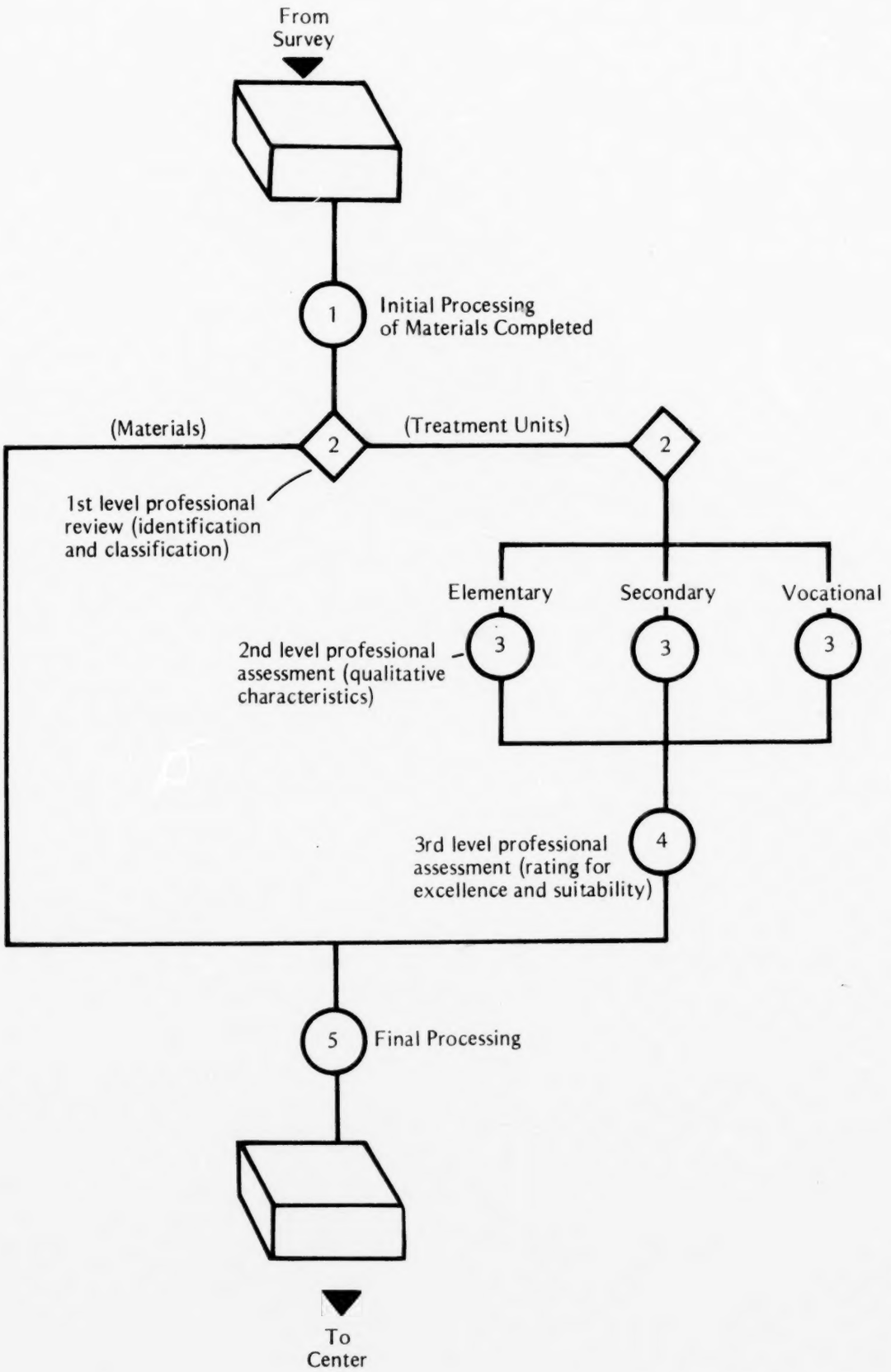
(1) Initial Processing (Appendix IIA) Treatment units and materials received at the assessment center involved five major steps. When these steps (listed below) were completed, the material was ready for professional review.

- Preparing follow-up call report files which identified anticipated receipt of career education materials.
- Receiving, opening, logging and shelving of units prior to professional review.
- Sending letters acknowledging the receipt of materials to organizations and individuals cooperating in the survey.

EXHIBIT I

The Center for Vocational and Technical Education

ASSESSMENT ACTIVITIES



- Purging call report follow-up files on receipt of materials.

- Maintaining a log of the number of items received.

(2) Review of Materials (Appendix IIB) Major activities completed during this step (first level professional screening) were:

- Assigning document control numbers to all units for information retrieval purposes.

- Determining nature of treatment unit and its future type of processing in the assessment system:

  - Assessment as a treatment unit usable in a classroom environment, or

  - Commercially produced materials to be indexed and classified, or

  - Materials requiring no further handling.

- Determining applicable grade level for the further processing of qualified treatment units.

Exhibit II following this chapter, is the form used at the center. Items completed at the review, assessment and indexing and classification stages of the system are discussed in the following.

(3) Assessment (Appendices IIC, IID) Treatment units that were appropriate for use in a classroom environment proceeded through two levels of assessment.

- Professional staff experienced with primary, secondary and vocational education programs evaluated certain basic qualitative characteristics of the units. Specific factors used at this level of assessment are identified on pages 4 through 6 of Exhibit II. The method of evaluation permitted the assessor to exercise judgment by providing for a range of quality determinations, where appropriate.

All treatment units acceptable for classroom use were given an overall professional evaluation. Page 7 of Exhibit II contains the specific judgments and ratings that were used during the final assessment. These included rating the treatment unit against the following nine merit factors:

- performance goals
- evaluation and student achievement system
- degree of innovativeness
- completeness of components
- exposure/validity
- consistency (internally valid, compatible with no objectives)
- objectives/content fits matrix
- non-restrictive by environmental factors
- student group identified clearly and learning style oriented to group, goals and content.

The assessor who completed the final level of assessment rated how effectively each of these factors were satisfied within three broad categories: optimum, medium or minimal. The evaluation was concluded with a professional judgment as to whether or not the material could be installed at LEAs without special handling, and an overall narrative statement which encompassed the assessor's general evaluation of the treatment unit and recommendations as to its potential usefulness and utility in the CCEM I project.

(4) Classification and Indexing Commercial Materials (Appendix IIE)

This process was handled by professionally trained assessors who also were engaged in assessment of treatment units received from public sources. Such commercial materials were reviewed in sufficient detail to establish specifically where they might

be applicable in the development of a career education program. The factors included in this review are documented on page 1 through 3 of Exhibit II. All commercial materials were processed through the classification and indexing level. In some instances, school districts forwarded commercially produced materials that were part of in-place treatment units. In these cases, the relevant commercially produced materials were processed through all levels of assessment. As time permitted, commercially produced materials considered highly noteworthy were processed through all levels of assessment.

(5) Final Processing (Appendix IIF) At the conclusion of the assessment operation, an administrative support activity took place, which provided for finalizing records and files and shipment of materials to the Center.

- Reproducing assessment forms in order to provide copies for keypunching records used, in turn, to establish the computer based indexing system and a record of assessment results.
- Establishing two chronological files (by control number) containing the original assessment form and the related source document call report.

Finally, assessed treatment units and reviewed materials were shipped to The Center for Vocational and Technical Education to support CCEM I project efforts.

LOG/BOX SERIAL #:

EXHIBIT II

PALO ALTO EDUCATIONAL SYSTEMS, INC.

PROJECT CEM - ASSESSMENT CENTER

DOCUMENT CONTROL #

The Center for Vocational and Technical Education
ASSESSMENT FORM

NO. OF PIECES IN SHIPMENT_____

FIELD SURVEY IDENTIFICATION

Date_____ Field Representative(s)_____

Organization Visited_____Address: _____

Phone_____ _____

_____

Name of Contact(s): Position:

_____ _____

_____ _____

_____ _____

Referred by:_____

DOCUMENT ACQUISITION DATA

1. State:_____ (use P.O. two digit code only)
2. Title:(print)
3. Source Organization:(print)Name:

   Address:_____
4. Contact Authority:(print) Name:_____Phone_____

   Address:_____
5. Acquisition Source Code: (one answer only)

   a.____local district
   b.____coll/university
   c.____R.C.U.
   d.____State Dept. of Education
   e.____industry/trade assoc.
   f.____commercial supplier
   g.____regional lab
   h.____other_____
6. Availability Factors:

   a.____microfiche
   b.____microfilm
   c.____copyright protection
   d.____duplication privileges
   e.____single copy cost $_____
   f.____indexed in ERIC or_____
   g.____order or catalog #_____
7. Funded Project:

   Yes____ Funding Source_____
   No Funding $_____

TREATMENT UNIT ASSESSMENT DATA

I. First Level Assessment (Identification and Classification)

(Definition for project and client purposes: a treatment unit is any non-oral idea, system, procedure, device, or material which when classified below can be transported and used by a pilot school district in their career education model to program, instruct or evaluate the education concept. The treatment unit may be an isolated thing or an integrated set.

A. Packaging

1.____single item (check only one item in B)
2.____set (check appropriate items in B)

B. Type treatment unit

1.____instructor's guide/manual
2.____curriculum guide
3.____instructional unit
4.____supplementary material
5.____audio-visual instructional aid
a.___film e.___record
b.___film strip f.___transparency
c.___video tape g.___model/mock-up
d.___audio tape h.___slide set i.____cassette
j.___combination of several items
6.___ student achievement procedure/instr
7.____student activity manual workbook
8.____bibliography
9.____program organization/operation guid
10.____other:_____ _____

C. Applicable Grade Level (circle one or more)

K 1 2 3 4 5 6 7 8 9 10 11 12

D. Appropriate Career Element (Identify no more than two--insert number from left)

	Application Direct	Supportive
1. educational awareness/educational identity	_____	_____
2. self awareness/self identity	_____	_____
3. attitudes appreciations/self-social fulfillment	_____	_____
4. decision making skills/career decisions	_____	_____
5. career awareness/career identity	_____	_____
6. economic awareness/economic understanding	_____	_____
7. beginning competence/employment skills	_____	_____
8. employment skills/career placement	_____	_____

NOTE: If item 6 or 7, use page 11

NOTE: If D.O.T. identified, use page 12

E. Occupational Cluster Focus (look especially for those with *)
(Identify no more than two--insert number in space)

Name		Direct	Partial
1. business and office	a.	____	____
2. marketing and distribution	b.	____	____
3. communications and media *	c.	____	____
4. construction	d.	____	____
5. manufacturing	e.	____	____
6. transportation *	f.	____	____
7. agri-business and natural resources	g.	____	____
8. marine science *	h.	____	____
9. environmental control *	i.	____	____
10. public services *	j.	____	____
11. health *	k.	____	____
12. hospitality and recreation	l.	____	____
13. personal services *	m.	____	____
14. fine arts and humanities	n.	____	____
15. consumer and homemaking	o.	____	____
16. general application to all worlds of work	p.	____	____

F. Content Area (check one or two items as applicable)

1. ____ language arts
2. ____ arts and crafts
3. ____ health, physical ed.
4. ____ agric. & natural resources ed.
5. ____ science
6. ____ mathematics
7. ____ social studies
8. ____ business/economics
9. ____ industrial arts
10. ____ consumer /homemaking
11. ____ music
12. ____ others

G. Career Development Strand Emphasis (check one only)

1. ____ Simple economic awareness of "people at work"
2. ____ Orientation to occupational clusters (jobs) and associated life styles
3. ____ Self-awareness related to occupational exploration experience with "people, data and things"
4. ____ In-depth occupational exploration and associated development of cluster core skills and knowledge.
5. ____ Preparation to employability level and for some, preparation for career advancement.

H. **See pages 8-10 (Elements Theme Breakdown)**

ACCEPT ☐

REJECT ☐

SPECIAL CODE ☐

NOTE: REJECT AT THIS POINT IF ITEM DOES NOT FIT MATRIX

Assessor:_____ **Date:**_____

CODING FOR REJECT

1. **Price List**
2. **Catalog**
3. **Professional Literature/Biblio.**
4. **Does not fit matrix**
5. **Brochure**
6. **Proposal**
7. **Correspondence**
8. **Miscellaneous Papers &/or info.**

II. SECOND LEVEL ASSESSMENT (Qualitative Characteristerics)

A. Components of Treatment Unit (check those applicable)

	Strong	Minimal	Should be Included Is Not
1. Curriculum guide including scope and sequence and outline of content activities			
2. Teachers manual with teaching suggestions and other items such as reference materials and sample student materials			
3. Supportive instructional materials including audio-visual			
4. Student use materials such as project manuals, workbooks, sample forms			
5. Student achievement testing procedures manual and sample testing devices/instruments			
6. Guidance programs and materials			
7. Suggested community relations and community agency support programs including parent education			
8. Program organization and administration guidelines.			
9. Suggested data information procedures including student population			
10. In-service training program			
11. Placement, programs and procedures			

B. Relevance and Internal Quality Factors

	Strong (write in # and/or letter)	Minimal
1. Development and Completion Status		
a. The units are:		
1. in trial addition		
2. being pilot tested		
3. complete/in use/and evaluated through informal process		
4. evaluated through clinical school testing		
5. evaluated through formal research		

	Strong	Minimal	Not
2. Instructional Approaches	****	****	****
a. Are the objectives stated in performance terms? Yes ☐ No ☐			
b. Is the unit inovative?			
1. in the substantive approach			
2. in the procedural sense			
c. The unit is:			
1. essentially self-contained			
2. a component of a larger instructional system or unit			
d. The materials illustrate content in more than one instructional media, activities (e.g. audio/visual) or learning style?			

		Strong	Minimal	Not
e.	The rationale explains or justifies the unit to the point that teachers will want to use it.	e.	____	____
f.	The unit contains feedback procedures so that each pupil will get reports on his progress	f.	____	____
g.	Real life situations e.g. role playing situations or field trips are prominent to give the students an opportunity to apply a real life setting	g.	____	____
h.	The unit contains supplementary exercises for students not progressing as intended	h.	____	____
i.	The unit generates a high level of student/ community involvement and interaction	i.	____	____
j.	The unit generates student involvement.	j.	____	____

3. Scheduling/Organizational/Personnel Factors

a. Length of time unit used in regular program(check one)

1. one year_____	****	****	****
2. two years____	****	****	****
3. more than two years_____	****	****	****

b. Approximate number of class periods or clock hours involved: (check one)

1. 1-5_____	6. 90 hours (one sem.)____	****	****	****
2. 6-10_____	7. 180 hrs. (two sem.)____	****	****	****
3. 11-20____	8. 180 - 360 hours ____	****	****	****
4. 21-30____		****	****	****
5. 31-45____		****	****	****

c. Could the average staff member implement the unit without in-service training? Yes____ No____ **** **** ****

4. Is the unit designed for a special student group? **** **** ****

Yes____ No____

If yes, check all applicable

a.___non-reader
b.___alienated
c.___underachiever
d.___high achiever
e.___ethnic group
f.___over-age
g.___identified drop-out
h.___handicapped

(may add)

C. Special Demand Factors Required for Replication/Implementation

		Very Imp.	Imp.
☐	1. Personnel/Staffing (check ones required)		
	a. ___team teaching	****	****
	b. ___differentiated staffing	****	****
	c. ___para-professional support	****	****
	d. ___peer student support	****	****
	e. ___special support personnel	****	****
	f. ___specially trained & certified instructor	****	****
☐	2. Community Resources		
	a. volunteer support, general or expert	____	____
	b. industry instructors	____	____
	c. community agency support	____	____
☐	3. Scheduling/Organization		
	a. unique grade organization	____	____
	b. outside normal day/year	____	____
	c. below average student-teacher ratio	____	____
	d. mod or block-time schedule	____	____
	e. industry-based classroom	____	____
	f. special student group	____	____
☐	4. Facilities/Equipment/Resources/Instructional Approaches		
	a. open space, multiple group instruction	____	____
	b. special facilities, special equipment	____	____
	c. special transportation requirements for students	____	____
☐	5. Extra cost support overall	____	____
☐	6. Non-regular instructional approach required (check one only)		
	a. ___audio-visual-tutorial	****	****
	b. ___work environment based	****	****
	c. ___large group/small group	****	****
	d. ___individual project based	****	****
☐	7. Other:_____		
	_____	****	****

NEXT: Check any box where there is at least one sub-set item marked "very important"

ASSESSOR _____

DATE _____

III. Final Level Assessment (Rating for Excellence and Suitability)
NOTE: Over-all professional judgment of merit for CEM project purposes

A. Merit Factors	Optimum	Medium	Minimal
1. performance goals			
2. evaluation & student achievement system			
3. degree of innovativeness			
4. completeness of components			
5. exposure/validity			
6. consistency (internally valid, compatible with no objectives)			
7. objectives/content fits matrix			
8. non-restrictive by environmental factors			
9. student group identified clearly and learning style oriented to group, goals, and content			
B. Can unit be installed in an LEA without special training, facilities, schedules, etc.? Yes____ No____ **(see prior page, Item C)**	****	****	****

C. Recommendation/Global Assessment of Value (Within the universe of project requirements):

_____

_____

_____

_____

_____

_____

_____

_____

Date Completed_____

Appraiser_____

SUPPLEMENTAL APPRAISAL FOR TREATMENT UNIT'S ACCEPTED AFTER LEVEL I ASSESSMENT
(This is a breakdown of Item I-D, page 2)

I.-H ELEMENT THEMES (circle items which apply)

EDUCATIONAL AWARENESS

1-1 The student will recognize that learning is a continuous process that occurs both in school as well as outside of school.

1-2 The student will recognize that his educational experiences are a part of his total career education and development.

1-3 The student will recognize that various career directions are related to different types of educational preparation.

1-4 The student will recognize the significance of education (i.e., the development of language, computational and reasoning skills and mastery of content knowledge) as a primary means of achieving career and life goals.

SELF AWARENESS

2-1 The student will come to recognize the relationships of his interests, aptitudes, and achievements to realization of his career aspirations.

2-2 The student will understand and use the concept of "role" as a way of learning about himself in relation to his culture.

2-3 The student will, through coming to know himself, learn to understand, accept and respect his own uniqueness both in terms of his past development and as changes occur in him as a result of learning, growth and maturation.

2-4 The student will come to understand and recognize the forces in his environment that influence his development (i.e., social, economic, educational, cultural, etc.)

2-5 The student will reconize that self-knowledge is related to a set or system of values that are unique to him and relate to his being able to make choices and implement those choices with personal commitment.

2-6 The student will learn the importance of establishing (although tentative) personally relevant goals based upon an understanding of himself.

ATTITUDES AND APPRECIATIONS

3-1 The student will recognize that once a task or job is accepted there are certain responsibilities to himself and others.

3-2 The student will recognize differences in others and will develop tolerance and flexibility in his interpersonal relationships.

DECISION MAKING

4-1 The student will understand the nature of decision making and recognize the importance of his acting responsibly in making choices.

4-2 The student will be able to identify and state personal (career) goals as part of the process related to making decisions (related to career).

4-3 The student will become proficient in the process of identifying, gathering and using resource information as part of the process of making decisions (related to career).

4-4 The student will recognize that the decision making process involves identifying alternatives and selecting the one that is regarded by him as most appropriate.

CAREER AWARENESS

5-1 The student will understand the variety and complexity of occupations and possible careers associated with the world of work.

5-2 The student will understand the way in which occupations and careers relate to the goals, needs and functions of the society.

5-3 The student will be able to determine the basic characteristics and qualifications related to preparation for and performance of the major tasks associated with various occupational roles.

5-4 The student will understand that "career" involves progression through stages of preparation for and the performance of occupational roles and may involve a change in basic vocational direction.

5-5 The student will understand the relationship between an individual's career and his overall life style.

ECONOMIC AWARENESS

6-1 The student will understand the relationship between various occupational roles and related personal economics and life style.

6-2 The student will understand the range of social and economic benefits, associated with various occupational roles and careers, that are acquired in addition to one's actual salary or pay.

6-3 The student will understand how economic wealth is accumulated by means other than those related directly to most occupations or careers (i.e. investments, interests, insurance, savings, etc.) and how these may influence his career and life style.

6-4 The student will be able to effectively relate his present and anticipated economic status to the economic status of the Nation, his State and community and understand the possible effects various trends and changes may have on his status.

BEGINNING COMPETENCY

7-1 The student will develop the planning and process skills required to identify the objectives of a task, specify the resources required, outline the steps necessary to complete the task, perform the actual operations and evaluate the final product.

7-2 The student will develop an understanding of the material used and processes associated with business, commercial and industrial activity, and production and will be competent in the use of the basic tools, equipment and materials associated with carrying out those processes.

7-3 The student will develop understanding of the fundamental types of interpersonal relationships generated as a result of the interaction of various occupational and career roles (i.e. employer, employee, supervisor, worker, associate, professional, para professional, etc.).

7-4 The student will develop the educational and occupational competency regarded as basic and important to moving on to the next stage of preparation for and/or entry into the career area of his interest.

7-5 The student will develop the required entry level or in-depths skills appropriate for gainful employment in an area of occupational interest.

3. EMPLOYABILITY SKILLS

8-1 The student will recognize and understand the advantage and responsibilities associated with working independently, as a member of a cooperative team and/or in being supervised or directed.

8-2 The student will through his educational experiences, especially in those areas that relate to career preparation, develop the basic work habits regarded as necessary for successful performance of the basic tasks related to the occupation and career of his choice.

8-3 The student will be able to relate information about his interests, aptitudes and qualifications to his selecting, learning and/or performing duties or occupational roles assigned to, or chosen by him.

OPTIONAL PAGE (USE ONLY FOR VOCATIONAL UNITS)

Title of Document: _____

Publication Source: _____ Date: _____

Cluster: _____ Family of Occupations: _____

Group of Occupations: _____ Occupation: _____

Principally, the TU is:

_____ Orientation

_____ Exploration

Exploration Level:

_____ Introductory

_____ Intermediate

_____ Advanced

_____ Preparation

_____ Grade 7-8
_____ Grade 9
_____ Grade 10
_____ Grade 11
_____ Grade 12

Preparation Level:

_____ Job Entry Training

_____ Skill Development

The TU Emphasizes:

_____ Employment Skills

_____ Employability Skills

The TU Contains:

_____ A Goal Statement

_____ An Objective

_____ Performance Activity

_____ Performance Conditions

_____ Degree of Expected Competency

Remarks:

ASSESSOR _____

Date: _____

OPTIONAL PAGE

DOT CODING SHEET **(Use only for Selected Items)**

1. A three digit alphabetic code will be completed for select treatment units processed through our system. Only units which contain specific reference by their source or author that the material has been DOT related will be coded.

2. Specific data to be coded in each of the three positions follows:

☐ First Position relates to a decision as to the relevance of the material to the DOT code. Code A if the author indicates that a mere relationship relates between material and DOT classification. Code B if material is related to DOT and DOT codes have been applied to subject content.

☐ Second Position reflects a yes/no answer to whether the material has a sub-classification by occupational group. Code A if occupational group arrangement.

☐ Third Position pertains to areas of work under worker trade arrangement. The mutually exclusive alternatives are listed below. Code the letter of the one appropriate choice.

a. if area of work is defined
b. if worker/trade group is defined
c. if data, people or things are referenced
d. if apptitude is included
e. if worker/trade groups plus C is present
f. if worker/trade groups plus D is present
g. if worker/trade groups plus C and D are present
h. if any other combination under worker/trade arrangement is present.

III. DATA RETRIEVAL SYSTEM

III. DATA RETRIEVAL SYSTEM

Material presented in this chapter sets forth the way in which information can be obtained about treatment units which were identified, collected, and assessed during the course of the project. The data retrieval system is not intended to be a complete, ongoing, routine, operational system. Both timing and financial constraints prohibited development of a more elaborate system. The system, however, meets three basic objectives:

- To determine the status of contacts made with individuals and organizations and the apparent availability of treatment units.
- To routinely track and follow-up treatment units after they were received at the assessment center.
- To relate characteristics of treatment units to career education instructional needs and to identify specific units applicable to defined requirements.

Exhibit III, following this page, illustrates schematically the flow of documents and information encompassed by the system. The following discussion defines how the system can be used to support field survey, assessment and data retrieval activities in the immediate future. Contents of this chapter are supported by material contained in Appendices IIIA through IIIC.

A. KEY DOCUMENTS, FILES AND REPORTS

The system employs two key source documents and a computer generated index report. The source documents include a field survey Call Report (Exhibit IV) and the treatment unit Assessment Form (Exhibit II, Chapter II). A call report was

EXHIBIT III

The Center for Vocational and Technical Education

SYSTEMS SCHEMATIC

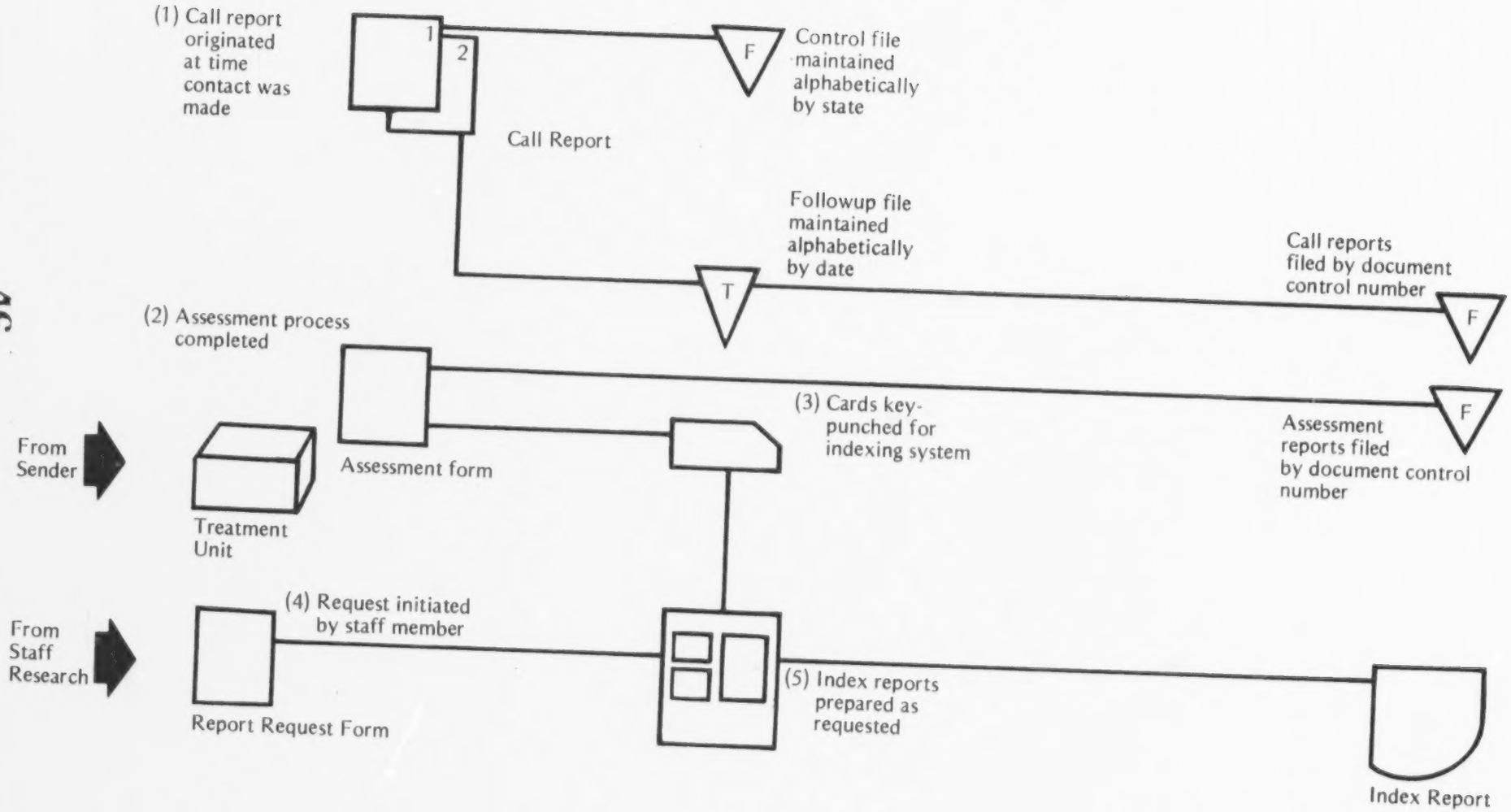


EXHIBIT IV

The Center for Vocational and Technical Education

FIELD SURVEY CALL REPORT

SURVEY DATA SHEET

Call report descriptive data

Called, no follow up_____ Future survey interest_____ Possible site visit_____ Material sent_____

Date_____ Field Representative_____

Phone No._____

Name_____ Position_____

Organization_____

Address_____

Referred by_____

Date available for appointment_____ Comments_____

_____

Identification of treatment unit

Program objective_____

Occupational cluster (circle): 1* 2 3 4 5 6 7 8 9 10 11 12 13 14 15
*(see code index)

In-Service training_____ Community relations_____

Applicable grade level (circle): K 1-3 4-6 7-8 9-10 11-12

Where developed_____

When developed: Original_____ Update_____

Source of funding_____ Amount_____

Treatment unit: 1.sound film___ 2.sound tape___ 3.video tape____
running time (mins)___ time_____ time_____

4. records___ 5.lesson plan___ 6.slides___ 7.book__ 8.other_____
time_____ time covered____ number____ pages__ _____

Shipping & Billing Data

Purchase price_____

Invoiced_____ Paid_____

Shipped on approval_____

Shipment date_____

Date received_____

Date returned_____

filled out for each contact made by members of the field survey team and assessment forms were completed for all treatment units forwarded to the assessment center. The basic purpose served by each of the documents follows:

- Call reports, which were to provide basic treatment unit source information, were completed as contacts were made.
- Assessment forms were completed for each unit received at the center. The form is structured into four major components. There is a segment describing the nature of the unit and the source from which it was received, and sections for recording the three levels of professional review and assessment, discussed in Chapter II. In addition to providing a consistent record of professional evaluation of the units, the assessment form served as the source document for keypunching and entry into the computer indexing system.

The computer system was developed to effectively assist in the control of treatment units received at the center and relate unit content to project requirements, based on key elements of data abstracted from the assessment form. The primary output of the processing system is the index report.

B. CROSS REFERENCING

The index report is the source for making first level inquiries pertinent to assessed treatment units. The basic tie between the three sources of information (computer generated index report, assessment form and field call report) is a four

digit document control number, sequentially assigned to treatment units, as they were received at the assessment center. The control number appears on the index report for each treatment unit and completed assessment forms are filed sequentially in numerical order.

As units were received, appropriate field survey reports (call reports) were removed from the follow-up file, the document control number recorded and the call report was transferred to a final source file, by control number. Treatment units were stored and log numbers assigned to file containers. The log number also was recorded on the assessment form. Thus, working from the index report, one can retrieve directly the appropriate assessment form and call report to obtain further information and ultimately to retrieve the treatment unit itself, if analysis warrants it.

C. INITIATING INQUIRIES

The computer generated index report can be used to obtain a total listing of all treatment units recorded in the system or to abstract select units which meet criteria specified by the individual placing the inquiry. In both cases, further flexibility exists in that the system provides a facility for specifying the sequence in which records relevant to selected treatment units will be arrayed on the index report. Exhibit V, following this page, is the actual format of the index report which illustrates the content of computer records maintained for each treatment unit. In the following materials we

RUN DATE

The Center For Vocational & Technical Education

The Ohio State University

EXHIBIT V

The Center for Vocational and Technical Education

COMPUTER INDEX REPORT

TITLE / ORGANIZATION (DOCUMENT/STATE/LOC/DATE/SPEC)	GRADE LEVEL (K 1 2 3 4 5 6 7 8 9 A B C)	ELEMENT (1 2 3 4 5 6 7 8 A B C D E F G H I J K L M N O)	CLUSTER (1 2 3 4 5 6 7 8 9 A B C)	CONTENT AREA (A B C D E F G 1 2 3 4 5)	AVAILABILITY	TYPE OF UNIT (1 2 3 4 5 6 7 8 9 A)	COMPONENTS (1 2 3 4 5 6 7 8 9 A B)	(1 2 3 4 5 6 7)	MERIT FACTORS (1 2 3 4 5 6 7 8 9)	
1 1 1 1 2	1	1	1	1						1
2					2	2	2 2	2	2	2
										3
										4
										5
										6
										7
										8
										9
										10
										11
										12
										13
										14
										15

NOTE: 1 Control Fields for Selection and Sequencing of Report Contents

2 Additional Information Available from Assessment Form.

50

CODING LEGENDS

Y - YES
N - NO
S - SINGLE
M - MULTIPLE

SOURCE
A. Local district
B. Coll. university
C. R. C. U.
D. State dept. of Ed.
E. Industry trade assoc
F. Comm. Supplier
G. Regional lab

AVAILABILITY
A. Microfiche
B. Microfilm
C. Copyright protect
D. Dupl. privil.
E. Single Copy Cost
F. Indexed in ERIC
G. Order Catalog

TYPE UNIT
1. Instr. Guide manual
2. Curriculum guide
3. Instr. Unit
4. Suppl. Mat'l.
5. Audio-visual inst. aid
6. Student Achv. proc. inst.
7. Student Act. manual-wkbk

CONTENT AREA
1. Language arts
2. Arts and crafts
3. Health, pl. ed.
4. Agric. & nat. resources
5. Science
6. Mathematics
7. Social Studies

COMPONENTS
1. Curriculum guide
2. Teachers Manual
3. Instructional materials
4. Student use materials
5. Achievement testing

CLOCK HOURS
1. 1-5
2. 6-10
3. 11-20
4. 21-30
5. 31-45

SPECIAL DEMAND FACTORS
1. Personnel Staffing
2. Community Resources
3. Scheduling Organ.
4. Fac. Eq. Res. Inst. Appr
5. Extra Cost

discuss: classification of the data included on the report; placing inquiries; specifying significance of report content; and selective examples of inquiry possibilities.

(1) Classification of Data The fields of information included on the index report can be classified into three basic groups: control fields, general descriptive data, and data descriptive of the treatment unit content. A record is maintained for each treatment unit and when inquiries are placed, all information relevant to the treatment unit will be printed on the report in the format indicated in Exhibit V. The following table classifies the twenty-five fields of information included on the report into each of the three basic categories:

Control Field		General Descriptive		Unit Content	
No.	Title	No.	Title	No.	Title
1	Document Number	3	Title	6	Availability
2	State	4	Organization Name	7	Funded Project
5	Source			8	Packaging
10	Grade Level			9	Type Unit
11	Career Element			14	Career Strand
12	Cluster			15	Review Code
13	Content			18	Components
16	DOT Code			19	Development Status
17	Special Codes			20	Performance Goal
				21	Clock Hours
				22	LEA Installation
				23	Special Student Group
				24	Special Demand Factors
				25	Merit Factors

(2) Placing Inquiries Requests for data contained in the system may apply to a single or combination of the control fields. Further specific values can be selected for five control fields: grade level, career element, cluster, content, and special control codes. Exhibit VI, following, illustrates the form for placing special inquiries to the system. Individuals requesting information indicate on the form the characteristics of the treatment units in which they are interested and the sequence they want material presented. Any of the control fields can be included in the sequence key, but only records matching values that have been selected will appear on the report. No differentiation is made from report to report as to the content of individual records and the entire data content is displayed in each instance. The significance of the inquiry and retrieval procedure is to limit the number of records to those particularly relevant to the objectives being pursued by the individual placing the inquiry.

(3) Specifying Sequence The sequence or order in which records are printed can further improve the utility of the final output report. Priority of sequence is assigned according to descending value of the numbers recorded under the sequence level. Therefore, the most significant factor in the sequence

EXHIBIT VI

The Center for Vocational and Technical Education

INDEX REPORT REQUEST

Report Request Form

Report Date_____ Report No._____of_____

Control Field	Sequence Level	Selection Value(s)
Document Number		X X X
State		
Source Code		
Grade Level	1	4
Career Element	2	
Occupational Cluster		
Content Area	3	
DOT Code		

Approved _____ Date_____

(major) would be coded one; the second most significant (intermediate), coded two; the third (minor), coded three; through all eight of the standard control fields and special controls included in the system.

(4) Examples of Inquiries Data included on Exhibit VI shows a request for information to support a vertical analysis of fourth grade materials in order to identify available treatment units and the content area to which they are applicable. The output report would list any treatment units which contained materials appropriate for presentation at the fourth grade level sequentially by (1) grade level, (2) career element and (3) content area. Other examples of types of selections which could be made follow:

. Objective 1: Horizontal analysis to identify treatment units to be included in social studies program that would support career element number four - decision making skills and number six - economic awareness, at the seventh, eighth and ninth grade levels.

Control Field	Sequence Level	Selection Value
Grade Level	3	7, 8, 9
Career Element	2	1, 2, 5
Content Area	1	7

. Objective 2: Identify treatment units developed in local school districts applicable to each of the grade levels K through 3 which support element number two - self-awareness.

Control Field	Sequence Level	Selection Value
Grade Level	2	K, 1, 2, 3
Career Element	3	2
Source	1	A

. Objective 3: Analyze all treatment units to establish total relevance of materials available by curriculum theme at each grade level.

Control Field	Sequence Level	Selection Value
Grade Level	1	
Career Element	2	
Special Codes	3	11, 12, 13, 14,
		21, 22, 23, 24, 25, 26
		31, 32
		41, 42, 43, 44
		51, 52, 53, 54, 55
		61, 62, 63, 64
		71, 72, 73, 74 75
		81, 82, 83

D. FURTHER INQUIRY TO ASSESSMENT FORMS

More specific information can be obtained in several of the data fields included on the index report by referring to the treatment unit assessment form. The specific fields and additional data available on the assessment form follow:

(1) Source Code (H-Other) A notation is made of the specific type of organization from which the treatment unit was obtained.

(2) Availability Factors (E, F and G) Availability is enlarged upon to indicate the following:

. E - single copy cost - unit purchase price

. F - indexed in ERIC - ERIC number

. G - order or catalog number - specific numbers

(3) Funded Projects When there is available information, note is made of the source and amount of funding.

(4) Type of Unit (5 and A) Enlarged on in the assessment form to indicate the following:

. 5 - Audio visual aides is expanded to show specific type of aide, i.e. film, film strip, video tape, audio tape, records, transparencies, model/ mock-up, slide set, cassette, or combination of the above.

. A - Specific designation is made of the type of treatment unit for administrative support units or other types of treatment units which do not directly apply to classroom instructional requirements.

(5) Goals The assessment form contains evaluation of both the innovativeness and structure of treatment units; the type of evaluation process; and the methods used to evaluate performance against goals.

(6) Special Demand Factors Each of the seven special demand factors are enlarged to include from three to six specific extraordinary operating requirements associated with use of treatment units.

(7) Special Student Group Special student group is classified to one of the following nine categories: non-reader, alienated, under-achiever, high achiever, ethnic group, over age, identified drop-out, handicapped, and other.

(8) Components The assessment form provides for three level of ratings: "strong", "minimal" or "should be included and is not". Only those items judged by the assessor to be "strong" are shown on the index report.

(9) Merit Factors Three levels of assessment rating (merit factors) are provided by the assessment form: "optimum", "medium" and "minimal". Only those factors rated "optimum" appear on the index report. Further, a professional global assessment of the treatment unit is provided in narrative form on the assessment document.

Assessors also made determinations as to whether or not the treatment units were directly applicable or supportive of the eight established career elements and fifteen occupational clusters. Only those elements and clusters for which material was judged to be directly supportive are included on the index report.

E. USE OF CALL REPORT

Three main files of call reports have been developed. An alphabetical record of each call is maintained by state. A follow-up copy is kept by date of contact for those organizations which have promised to forward treatment units that have not yet been received. Finally, a chronological file of all call reports made to organizations from which materials have been received and assessed is maintained by sequential document number.

Three items of information are on the call reports which may not be included on assessment forms.

- Source of funding and amount.
- Comments made by individuals as to the nature and quality of the program at the time the initial contact was made.

- Where the treatment unit was developed; i.e. the specific organization, school district and whether or not the unit was a component of a larger project.

Future use of call reports to obtain treatment units from projects which have not yet reached a state of completion is discussed in detail in the final chapter of this report.

IV. SUMMARY OF SURVEY RESULTS

IV. SUMMARY OF SURVEY RESULTS

This chapter highlights the overall results of the field survey and review and assessment of treatment units that was completed over the course of our project. Supplementing and supporting these materials are a series of computer generated index reports, submitted under separate cover, that were prepared at the conclusion of the project and which detail all units reviewed and assessed. The content of this section and its analysis are based on and limited to treatment units that were sourced, collected, reviewed or assessed during the work for the Center. Specifically, we comment upon the state of career education viewed from our perspective, the content and objectives of the computer index reports and we highlight certain treatment units that seem most worthwhile from the standpoint of the Center and its overall model development efforts.

A. SUMMARY ANALYSIS

Our single most significant conclusion is that there is an unusually high level of interest in career education within public schools and state departments of education throughout the country. Many of the organizations surveyed already had developed concepts of career education that generally are complementary to the program effort of the Center. Specifically, it is generally recognized that career education is a total program spanning grade levels K through 12 and not merely an extension of traditional vocational education concepts and programs. Indeed, we were impressed with the creativity and

enthusiasm shown by a number of organizations throughout the country. It is manifestly evident, however, that dramatic efforts should be made to capitalize on and further develop the positive attitudes that exist toward the career education concept today.

Contacts were made with public education sources in all fifty states and several territories. A statistical abstract summarizing survey results follows:

- Total Contacts 664
- Organizations agreeing to send materials... 357
- Units of material reviewed..... 736
- Treatment units assessed 475

The treatment units that were received and assessed and which appear to be of the greatest value to the Center's program were encouraged by special federal and state funding. Only on rare occasions did we find individual school systems developing sound career education programs within their own resources.

At the outset of the project, we anticipated that there would be considerable difficulty in locating materials appropriate for use in the lower grade levels K through 6. To the contrary, many of the development efforts which are in progress and have been completed address this span of grade levels and contain curriculum materials which have been vertically integrated. Further, several of the programs that have been

identified have been installed or field tested and to varying degrees have been formally evaluated. Similarly, a number of worthwhile programs have been developed for the middle grades that extend career education concepts into subject matter areas like social studies, language arts, mathematics and counseling and guidance programs.

The districts we have surveyed have followed a number of approaches in introducing career education concepts and the nature of treatment units that have been developed can be classified into four groups.

- Treatment units introduced through essentially a guidance and counseling procedure involving direct contact with students by trained personnel and in-service training of classroom teachers.
- Treatment units which provide to classroom teachers career goals and objectives and resource materials to promote expansion of existing curriculum components to include career education concepts.
- Rewrites of curriculum for specific subject areas at either a single or multiple grade level to incorporate and emphasize career education requirements.
- Enrichment units developed to meet specific program objectives over a short duration that require a limited amount of instructional time for presentation.

Materials that were assessed during the course of the project cover all grade levels and span the bulk of career education elements established by the Center. A limited number of skills training materials were obtained because of the project emphasis which was described earlier. Finally, viewing the materials that were assessed in the light of traditional curriculum components, mathematics and science are areas of study in which the least amount of career education material is available.

B. COMPUTER INDEX REPORTS

Six reports generated by the computer indexing system are provided to the Center for Vocational and Technical Education under separate cover. The selection values and sequence levels for each of the reports and the intended use of each follows:

- Report I provides a basic reference document by indicating the geographical location from which assessed and reviewed materials were received. While the intent and interest of the CCEM I project is national, experience has indicated that this type of report provides a facility for answering questions as to the availability of a specific program or treatment unit and the results of assessment. The report contains records of all materials assessed and reviewed printed in the following sequence: major, state; intermediate, review code; minor, document control number.

- Report II also is a basic reference document printed in document control number sequence and containing all materials reviewed and assessed over the course of the project. The report gives a composite listing of materials processed and shipped to the Center.

- Report III was prepared to identify projects in progress which warrant continuing attention. This report includes only reviewed materials and excludes any treatment units which were assessed. More specific information as to appropriate use of this report is documented in Chapter V. The report is sequenced by: major, review code; minor, document control number.

- Report IV presents assessed material by grade levels. Materials received for which processing was limited to review are excluded from the report. The report is sequenced by:major, grade level; intermediate, content; minor, control number.

- Report V was prepared to show assessed treatment units, by element. Again, reviewed materials are excluded. Report sequence is: major, element; first intermediate, grade level; second intermediate, content area; minor, control number.

- Report VI was prepared to document the relationship of assessed materials to themes. Report sequence is: major, element; first intermediate, theme; second intermediate, grade level; third intermediate, content area; minor, control number.

C. MATERIALS REVIEWED

At the conclusion of the project approximately 50 percent of the treatment units that were assessed were reviewed to identify those that appear to be of particular relevance to the Center's needs. The review identified treatment units which received optimum merit factor ratings by third level assessors. Further samplings were taken of assessment forms, with particular attention devoted to the professional global judgment as to the unit's particular applicability to LEA requirements. Exhibit VII, following, summarizes this analysis and contains the following information for each of the treatment units:

- Organization at which the treatment unit was originally developed.
- Title of the program designated by developing organization.
- Grade level for which materials were developed.
- LEA installation evaluation by assessor, indicating (yes) if the material could be used in one or more of the LEA s without special handling; or (no) if special handling was required.
- Career education element support by the treatment unit.
- Occupational cluster support by the element.
- Method of presenting material to students.
- Overall evaluation of the program made by the third level assessor.

The exhibit is followed by statements which summarize the content and nature of each treatment unit listed.

EXHIBIT VII
The Center for Vocational and Technical Education
SELECT CAREER EDUCATION PROGRAMS

ORIGIN	TITLE/DOCUMENT CONTROL #	GRADE LEVEL	LEA	ELEMENT	CONTENT AREA	METHOD OR USE OF APPROACH	OVERALL EVALUATION
University of Florida	FAIS / 0373	K-5	no	1,2	all areas	curriculum enrichment	good
Muskego (Wi) Public Schools	Career Development / 0434	K-6	yes	1,2	general	possible stand-alone enrichment	excellent
Pikeville (Ky) School District	Career Education Materials Guide / 0419	K-6	yes	1	comprehensive	guidance/in-service	very good
State Department of Ed., Wyoming	Teachers' Guide for Career Education / 0426	K-6	yes	1	general	resource material	very good
Eastern Illinois University	OCCUPAC / 0137	K-6	yes	1,2	health, C & H, ind. arts	resource material	excellent
Northern Illinois University	ABLE / 0143	K-8	no	1	guidance	guidance, in-service	good
Arkansas Department of Ed.	Career Awareness / 0057	K-6	yes	1,2	general	resource	worthwhi
	Voc. Orientation Guide/ 0555	7-9	yes	1,2	general	resource	excellent
Board of Ed., Buffalo, NY	Career Research Guide/0497	K-9	yes	1,4	social studies	resource	fair to good
Lakeshore Tech. Institute	Career Education Guide / 0429	K-12	no	1,2	social studies	curriculum revision	well done
Genessee Indep. S.D., Flint, Mi.	Career Information System / 0112	K-12	no	1	all	guidance	good

ORIGIN	TITLE/DOCUMENT CONTROL #	GRADE LEVEL	LEA	ELEMENT	CONTENT AREA	METHOD OR USE OF APPROACH	OVERALL EVALUATION
Bismarck S.D.	Career Dev. K-12 / 0197	K-12	no	1,2	compre-hensive	integration into curriculum	excellent
Multnomah County Or.	VIGOR / 0469	1-6	yes	1	social studies	enrichment/ orientation	good
Ed. Services Center Austin, Tx.	Elementary Guide for Career Dev. / 0199	1-6	no	1,2	general	guidance/resource	good
Hamlin School Dist.	Exemplary Project / 0058	1-6	yes	1,2	general	resource	good
Racine Unified S.D.	Career Dev. Guideline 4-9 / 0422	4-9	yes	1,2	general	guidance	good
Tulsa Public Schs.	Career Dev. for Elem. Ed. Program / 0346	5,6	yes	1,3	general	enrichment	good
	In-Service Guide for Teachers & Coun. / 0343	5-12	yes	1,2	general	enrichment/guide/ resources	worthwhile
Pharr-San Juan-Alamo S.D.	Guide for Occupational Orientation / 0051	5-7	yes	1,3	general	resource	good
Pittsburgh Public Schools	OVT Exploratory Program / 0442	6-8	no	5,6	general	enrichment/guide/ resource	most promising
David Douglas S.D.	Teachers' Guide to Career Education / 0468	7,8	no	2,3	social studies	enrichment/ orientation	above average
Ceres Unified S.D.	Exploring the World of Work / 0190	7-9	yes	2,8	indust. arts	guidance	fair to good
Department of Ed.	Curriculum Guide / 0376	7-9	no	6	all	curriculum rewrite	good

ORIGIN	TITLE/DOCUMENT CONTROL #	GRADE LEVEL	LEA	ELEMENT	CONTENT AREA	METHOD OR USE OF APPROACH	OVERALL EVALUATION
Career Ed. Task Force	World of Work / 0063-0066	7-9	yes	1	general	resource	good
SC State Dept. of Education	Unit in Prevocational Education / 0415	7-11	no	1	general	guide/resource/ enrichment	very good
Nat'l Center for W.O.W. Ed.	Manpower Economic Education / 0097	8-12	yes	5	business econ.	resource	good
Knox City Schs.	Hands On / 0094	9-12	yes	6	business econ. ind. arts	resource	good
University of No. Colorado	Intro. to Insurance / 0119	9-12	yes	6	business econ.	resource	highly transport.
Palo Alto S.D.	Decision-Making / 0101	9-12	yes	1,4	general	resource/guidance	worthwhile
Syracuse, NY	Syracuse School District	5-12	yes	7,8	english, social studies, math	individualized system	excellent
Moberly, Mo.	Moberly Public Schools	K-6	no	2,5	social studies	instructional mat., resource guide	good

- University of Florida, Gainesville, Fl. (0373)
Fusion of Applied and Intellectual Skills (FAIS)
A field tested quality program, the transportability of which is limited by the requirement for in-service training of teachers. The emphasis of the program is on educational awareness, self awareness and occupational awareness. Innovativeness was rated as optimum. The pilot project was particularly successful in generating student interest in occupational awareness through analysis of their attitudes toward various occupations.

- Muskego Public Schools, Muskego, Wi. (0434)
Career Development Program was rated as highly transportable and easily installed in LEA s. Integrates career education into language arts, social studies and health curricula. Program is built on ten broad concepts intended to provide students with occupational information and to broaden and develop self awareness, economic awareness and employable skills.

- Pikeville School District, Pikeville, Ky. (0419)
Career Education Materials Guide Usable at the LEA s without any special facilities or training. Contains detailed lesson plans with stated purpose, objectives, activities, resource requirements and evaluation methods. Materials include extensive bibliography of local and commercial resource material. Focus is on the family, neighborhood and city at grade levels 4 through 6 to develop occupational awareness and relate information relevant to career clusters.

- State Department of Education, Cheyenne, Wy. (0426)
Teacher's Guide for Career Education Career education units which can be readily integrated into all subjects of the curriculum at grades K-6, highly transportable and usable within existing LEA curriculum. The units are innovative in a procedural sense and are essentially self contained. A career related activity is planned at each grade monthly. The program has stated objectives and suggestions for year-end evaluation of pupil progress. Program is based on 23 concepts which are reinforced vertically and horizontally.

- Eastern Illinois University, Charleston, Il. (0137)
OCCUPAC Project and Packages Consists of 15 separate kits of materials covering various occupations. Ultimate objective is to span grade levels K-9. Program has been developed and field tested to date

for grades K-6 (30 schools in the eastern Illinois area). The materials were revised after field testing and consultation with practitioners. Cost would be incurred to purchase materials which are highly transportable.

- Northern Illinois University, DeKalb, Il. (0143)
ABLE The program is innovative, and has an in-service training device designed for elementary and intermediate teachers charged with developing resource units related to the world of work. Includes sample student activities for exploring occupational areas.

- Arkansas Department of Education, Little Rock, Ar. (0555, 0057)
Vocational Orientation Guide; Career Awareness
Career exploration related to self and economic awareness and occupational preparation in three broad areas: business education, home economics and industrial education. Approach is not innovative; however, considerable detail is included in materials.

- Board of Education, Buffalo, NY (0497)
Career Research Guide Unit employs a traditional approach to introducing self awareness, educational awareness and career awareness. Contains a limited amount of resource material which was locally generated without special funding. It has a strong curriculum guide that could be usable at an LEA without special training or facilities.

- Lakeshore Technical Institute, Sheboygan, Wi. (0429)
Career Education Guide A very sophisticated career education model for K-12 which has been pilot tested. The program is built on 16 broad concepts stressing: self, world of work and career planning, and has stated objectives of increasing difficulty for each concept. In-service training would be required before installation.

- Genessee Intermediate S.D., Flint, Mi. (0112)
Career Information System This unit is a computer-based career information system. Its use would require special funding, equipment and personnel. While program could not be readily installed by September, 1972, consideration should be given for possible future use.

- Bismarck School District, Bismarck, ND (0197)
Career Development K-12 Program A sample of North Dakota's K-12 career development program. Preliminary draft for field testing, with target

date of 1973 for full implementation. Excellent beginning which includes conceptual themes, performance objectives and on-going teacher evaluation.

- Multnomah County S.D., Portland, Or. (0469) Project VIGOR Elementary Grades A career education teacher guide oriented to grades 1-6 with three supplementary treatment units. Contains much good material through not especially innovative.

- Education Service Center, Region XIII, Austin, Tx. (0199) Elementary Guide for Career Development A teacher's guide which provides interesting activities and a wealth of resource materials, including good transparencies. Specific objectives for pupils and an adequate system of evaluation are lacking.

- Hamlin School District, Hamlin, WV (0058) Exemplary Project Treatment units for grade levels 1-6 with many intriguing activities for children to assist in development of self and occupational awareness. Ideas reflected in the unit could be readily incorporated on modular basis into Center developed curriculum.

- Racine Unified S.D., Racine, Wi. (0422) Career Development Guidelines Teachers' guides containing concise statements of learning activities necessary to advance sixteen major concepts related to career education. There is much useful material in the guides including definition of resources required to support classroom activities.

- Tulsa Public Schools, Tulsa, Ok. (0346) Career Development Elementary Education Program Program consists of twelve career development units ranging from organizing a World of Work club to space. Contains interesting activities for pupils and performance objectives Excellent material that can be used as needed within an existing curriculum framework.

- Tulsa Public Schools, Tulsa, Ok. (0343) Bibliography of Handbook In-Service Guide for Teachers and Counselors Handbook of in-service materials which contains good ideas and recommendations useful to teachers and counselors.

- Pharr-San Juan-Alamo S.D., Platt, Tx. (0051) A Guide for Occupational Orientation Teachers' guide covering 26 occupations and materials oriented to developing self awareness, occupational exploration, definition of job families and job finding skills at grade levels 5 and 6. Unit in-

cludes definition of measurable objectives, necessary learning activities and resources required to support the program.

- Pittsburgh Public Schools, Pittsburgh, Pa. (0442) OVT Exploratory Program A horizontally comprehensive program that covers the elements (career awareness, decision-making, competency, employability skills) relating to grade levels 6, 7 and 8. Innovative in a procedural sense, oriented to both instruction and guidance, provides effective introduction to the world of work through a number of different approaches.

- David Douglas S.D., Portland, Or. (0468) Teachers' Guide to Career Education General application to the worlds of work for students at 7th and 8th grade levels. Materials rated excellent for enhancing self awareness and educational awareness, interpersonal relations and employability skills. Package includes simulation games and an evaluation instrument which could be abstracted for use in LEA s.

- Ceres Unified School District, Ceres, Ca. (0190) Exploring the World of Work Unit covers development of self awareness and occupational awareness for pupils at grades 7 through 9 through individualized activity packages. Contains good ideas; however, the unit is poorly assembled and duplicated.

- Florida Department of Education, Tallahassee, Fl. (0376) Curriculum Guide & Learning Packages Unit is essentially self-contained and materials form a comprehensive treatment unit. However, installation would require specially trained instructors and some special facilities or equipment. Directed to grade levels 7 through 9, the unit has eight curriculum guides which include measurable objectives and activities for learners and teachers. Approach to industrial arts is designed to motivate related learning in english, social studies, math and science.

- Career Education Task Force, Monterey, Ca. (0063-0066) World of Work Components of a comprehensive K-14 career program under development for grade levels 7 through 9. The unit developed for eighth grade contains self-assessment activities employing questionnaires and work sheets to develop career awareness and introduce the idea of job families and their relationship to the individual's interests and abilities.

- State Department of Education, Columbia, SC (0415)
  Unit in Prevocational Education An ambitious program for grades 9 through 10. If special staff and facilities can be provided, unit would be transportable to LEAs. Highly innovative and very comprehensive in its coverage.

- National Center for World of Work Education, Arkadelphia, Ar. (0097)
  Manpower Economic Education A very good career economics course as contrasted with an academic economic course. Basic curriculum framework is excellent. Unit has good teachers' guide but assumes some background in economics. Suitable for jr. or senior high school but appears best for 8th or 9th grade. Tested only through formal research.

- Knox City Schools, Knoxville, Tn. (0094)
  Hands On Unit provides good resource material in the form of a set of teaching units for a variety of occupational clusters, to support development of beginning competency at high school level. Each unit has a high degree of student self-direction.

- University of Northern Colorado, Greeley, Co. (0119)
  Introduction to Insurance This unit provides a good introduction to careers in insurance. The material on various types of insurance is excellent. It is self-paced, individualized and could fit special interests of students, grades 9-12, in areas of economic awareness and career exploration. Specialized in a single field, material is highly transportable and could be readily installed in the LEA s.

- Palo Alto Unified School District, Palo Alto, Ca. (0101)
  Decision Making Group game developed to assist students in formulating decision making skills and increase self awareness. Second unit available involves secondary school program which has considerable hard data to assist students in making realistic post high school career decisions with noteworthy handbook for parents.

- Syracuse School District, Syracuse, NY
  Individualized system directed to career exploration, decision-making and self awareness for students in grades 5 through 9. Overall quality of the program which has been developed for integration with english, social studies and mathematics curriculum is excellent. Presentation of career education is intended to take 1/20th of total instruction time.

- Moberly Public Schools, Moberly, Mo.
  Set of seven individual curriculum guides for grade levels K through 6. The curriculum reflected tends to be narrow in its orientation to occupations and careers rather than allowing for development of broadly based concepts and understanding. Material does, however, provide a rich source of ideas for themes or strands for instructional materials to be included in social studies program.

V. RECOMMENDATIONS FOR CONTINUING SURVEY ACTIVITIES

V. RECOMMENDATIONS FOR CONTINUING SURVEY ACTIVITIES

We have concluded that the amount of material that will become available to advance career education over the next twelve to twenty-four month period will exceed that currently in place. This conclusion is supported by the number of projects that were identified as in progress at the conclusion of our survey and the very significant level of interest in career education that exists today.

Projects were identified that have generated documented treatment units which are in place at public schools and have produced transportable materials that are useful to the Center at this time. However, a larger number of programs were identified which had not, at the conclusion of the survey, reached the completion status necessary for development of transportable treatment units.

As the basic objective of this project was to identify, obtain and assess materials useful to the Center in the very near term, project resources were not devoted to developing on-going systems and procedures for continuous follow up of career education projects now in developmental stages. However, results of our project establish a firm base from which such an approach can be effectively started. The balance of this chapter and its supporting Appendices VA through VD show how available information can be used to mount an effective, on-toing survey and assessment function. The material following is structured into three major sections:

- Summary status of survey activities in relation to career education projects in progress which warrant follow up.

- Recapitulation of major projects in progress in the public sector which should contribute substantial quantities of treatment units applicable to CCEM I objectives.

- Recommendations for follow up of the potential sources of career education materials outside the public education field.

A. SUMMARY STATUS

A number of projects and relevant activities have been identified which, in the future, should generate career education treatment units that are useful and transportable to local school districts. Such projects can be classified into three major groups.

1. Reviewed Materials A significant portion of materials received at the assessment center did not represent treatment units which could be immediately useful in a classroom environment. These reviewed materials fall into eight major groups:

   - Code 1 - Price Lists received from commercial suppliers itemizing, in varying levels of detail, materials available through their respective companies.

   - Code 2 - Catalogs and other descriptive literature received from commercial suppliers.

   - Code 3 - Professional Bibliographies developed through a variety of sources including State Departments of Education and which include extensive listings of commercially produced and publicly available materials applicable to career education. Some of the bibliographies were the end result of projects funded to support career education within state or regional settings.

- Code 4 - Did Not Fit Matrix, included materials which could not be used in a K-12 classroom environment.

- Code 5 - Brochures of Projects in Progress which, at the time of the survey, had not produced treatment units in an assessable or transportable form, but described a number of programs that had received substantial special funding.

- Code 6 - Proposals soliciting funds for career education projects, some of which have been funded, but, as in the case of brochures, these projects have not advanced to the status of generating transportable treatment units.

- Code 7 - Correspondence received from a variety of sources described the status of career education within a number of organizations and institutions.

- Code 8 - Miscellaneous papers forwarded to the assessment center which could not be classified into one of the above categories.

The materials reviewed and classified as Code 5 and Code 6 (brochures of projects in progress and proposals) particularly warrant follow up. Relevant documentation of these materials is included in a computer generated index of reviewed materials by code and in the appropriate assessment forms and call reports transmitted to the Center.

2. Committed Materials A large number of organizations that were contacted noted that they had in place or in development stage, treatment units appropriate to career education; though these materials were to be sent, they were not received at the assessment center. These particular organizations are detailed in Appendix VA and specific information such as individuals contacted and nature of the units can be identified from copies of the source call reports (follow up

file) which have been transmitted to the Center.

3. Funded Projects Exhibit VIII following, which is supported by materials in Appendix VB, lists federally funded projects with career education objectives which were neither reviewed nor assessed. Generally, the reason such materials were not received for assessment was that the projects had not been in progress for a sufficient period of time to generate transportable results.

4. Suspect Situations Throughout the survey, we received many referrals to programs in place and projects in progress. A procedure was followed which involved coordinating these referrals through a single team member to prevent duplicate contacts being made. Such referrals, which represent professional opinions as to potential sources of career education treatment units, are detailed in Appendix VC. Follow up of these sources may prove worthwhile.

B. MAJOR PROJECTS

Interest in career education has generated a number of projects which are highly complementary to the objectives of the CCEM I project. To some extent, however, there has been duplication of survey efforts and information available at this time indicates that there will be even further duplication unless there is better coordination of such efforts and unless all such survey results are disseminated and shared with all organizations that are interested in career education.

EXHIBIT VIII

The Center for Vocational and Technical Education

FUNDED PROJECTS

Organization	Project Title
Huntsville (Al) Schools	Comprehensive Occupational Education Project
Fairbanks North Star Borough School District	Orientation Work Study Placement Program
Tucson Public Schools	Vocational Education Program
ABC Unified S.D., Downey, Ca.	W.O.W. Concept Management for Learning
Career Education Task Force, Sacramento, Ca.	Direct Assistance to District Development, Career Education Programs
Bridgeport (Co) Board of Ed.	Career Education
Canyon School District, Caldwell Idaho	Cooperative Education Program
Chicago Board of Education	Bridging the Gap
Washington Township, Marion County, Indiana	Feasibility Study, Curriculum Development
North Gibson, Princeton, In.	Middle Grade Exploratory
Lakeland, Indiana	Curriculum for Junior High
Muncie, Indiana	Curriculum Material Development
Prosser Vocational School, In.	In-Service Training
Brownstone, Indiana	Career Education Rural Model
Rutz Center, Evansville, In.	Introducing Career Concepts into Curriculum
Iowa State University	Career Education Model Development K-14

EXHIBIT VIII

The Center for Vocational and Technical Education

FUNDED PROJECTS

Organization	Project Title
Kansas City Schools	Outreach for Urban Inner City Youth
Omaha Schools	Occupational Guidance K-12
Bernalillo (NM) Exemplary Project	Tri-Culture Vocational Work Experience Educational Program
BOCES, Buffalo Monroe County (NY)	Placement, Occupational Measurement
Akron, Cincinnati, Meigs, Parma and Warren (Ohio)	Career Education, World of Work
Akron, Cincinnati	Career Exploration
Carolina School District (Puerto Rico)	Seq. Career Orientation & Prep.
San Antonio Independent S.D.	V.O.I.C.E.
Granite School District (Ut)	Career Education 1-12

1. National and Regional Projects The following organizations have completed, or have in progress, projects that involved treatment unit inventory work that is relevant to the Center's requirements. Each such organization was contacted during the course of the assignment to determine the nature of the material generated by their surveys. However, materials were not directly obtained from these organizations for assessment purposes:

   . Center for Occupational Education has surveyed in excess of 200 school districts and asked for self-appraisals of in-place career education units. Responses were received from 120 districts, of which 40 were identified for on-site visitation. The objective of this project is to assess the status of programs in place and identify districts which have exemplary career education programs in operation. A final report detailing project results will be available in June, 1972. However, establishing liaison with this group will provide a basis for identification of particularly promising in place treatment units which were not documented or transportable at the time our survey was completed.

   . The University of Missouri has completed a project funded by the USOE to support state departments of education in providing a leadership role in assisting individual districts to establish career education programs. The scope of the university's program extends to identifying available materials which can be used by individual districts. Materials collected by the university had not been classified at the conclusion of our project nor could they be released to us for indexing and assessment.

   . Northwest Regional Education Laboratory has completed several projects that are quite relevant to career education. One involved cataloging skills training materials available from federal government sources. The result of this project is well documented and copies of the catalogs developed by the laboratory were included in the materials provided to the Center.

This organization has two additional projects in progress which will also provide useful materials: (1) collecting vocational training units for disadvantaged and handicapped; and (2) collection of materials for computer and health occupations.

2. Statewide Projects We have identified a number of states where there is a particularly high level of career education activity at the present time. The following material, which can be supplemented by reference to call reports, highlights such activities.

. California - This state recently received federal funding for the establishment of exemplary career education programs. Indications are that a large quantity of unclassified treatment units are in storage at Sacramento. Representatives of the State Department of Education plan to start a nationwide survey (during the first quarter, 1972) to identify materials that can be included in their exemplary projects.

. Michigan - The State Department of Education has begun a world of work program and is providing leadership and encouragement to Michigan districts on career education. A state coordinator has been designated and 49 local districts are starting to develop career education curriculum.

. Iowa - Five major projects are in progress within the State of Iowa. Perhaps the most significant is a program under development at Iowa State University. The university is presently working with six pilot school districts to install career education programs at grade levels K-8. At the time the survey concluded, program materials had not been printed or documented in transportable form.

. Florida - The State Department of Education has developed a concept of career education to be installed state wide at grade levels K-14. Programs in the State include significant involvement with the University of Florida and the University of Western Florida. Available documentation of programs was collected during the course of this survey; however, much more extensive materials should become available over the next two years.

- Illinois - The Department of Education has, in progress, federally funded programs to develop in-service training programs for guidance and community relations programs relating to career education at grade levels K-12. Several exemplary projects were in progress in the state and available documentation of the programs was collected and transmitted to the Center. Notably, the Peoria school system anticipates significant federal funding in the near future to advance its career education program.

- Massachusetts - This State has a number of career education related projects in progress. Two involve a commitment of $550,000 in federal funds. The University of Massachusetts has a grant of $250,000 to develop in-service training for occupational education teachers. Project CAREERS, which currently is in a formative status, appears to be an innovative program directed to intercity students who have been identified as potential dropouts. The project currently has $300,000 in funding and an additional $1 million is anticipated.

- Kansas - The Department of Education has started three model career education programs: urban, rural and urban-rural. All projects span grade levels K-12. Assistance in development of in-service training programs is being provided by the University of Kansas.

- Kentucky - The State Board of Education has developed a series of model projects and has involved the University of Kentucky in development efforts. The projects had not reached a state of completion at the end of our survey that would have provided documented or transportable treatment units.

- Texas - The Texas Education Agency has established an eighteen member advisory committee for the development of career education programs to be installed throughout the State. The statewide project was in its initial stages at the conclusion of this survey. Contacts made at Houston and Dallas indicate that limited progress had been made to date in development of career education curriculum; however, both districts are strongly committed to future program development. At Dallas, a significant investment has been made in the development of curriculum for installation at the Skyline Center; however, all programs are currently in the development status and no documented or transportable treatment units are ready to date.

. Indiana - The State Department of Education has sponsored a project in progress at the University of Indiana to develop career education "service units" and improve guidance approaches for installation in local school districts in grade levels K-12.

C. OTHER SOURCES

Five basic types of organizations, in addition to public schools, were contacted during the course of the survey to identify usable materials as treatment units in the CCEM I project. The results of contacts and recommendations for future survey activities for each of the groups follow:

1. Colleges and Universities Contacts made at the college and university level yielded a number of good treatment units; however, we do not believe that continued survey of universities on an on-going basis will provide materials commensurate with the cost and time required for such an effort. All of the treatment units obtained from universities were federally sponsored and, in most cases, such projects involved direct association with a public school district during development activities and field testing. Therefore, routine review of federal fundings and continued contact with State Departments of Education will identify university centered projects relating to career education.

2. Private and Parochial Schools Contacts made to institutions in this group indicate a minimum level of interest in career education. Further surveying of these sources is expensive and time consuming due to

lack of any structured organization that is comparable to the public sector. Career education type programs that were identified were limited to a few highly individualized programs involving student contract performance and cooperative community involvement activities which were not transportable. Experience would indicate that these institutions should be excluded from future survey activities.

3. Government Agencies Career education materials that are available through government agencies (outside public education) tend to be highly concentrated in skills training areas. A limited amount of enrichment units also are available which could be incorporated on a stand alone basis within an established curriculum.

The Northwest Regional Educational Laboratory has completed an extensive survey and cataloging of all federal government publications relating to occupations. Materials cataloged were reviewed by practicing professionals involved in various occupational fields to assure that referenced publications were valid and current. The point here is that optimal use should be made of work already completed.

In summary, a large and varied amount of career education material is already available from a number of sources other than governmental agencies, thus eliminating the need for any further general survey

of this source.

4. Trade, Professional and Educational Associations

Contacts made during the course of this survey indicate that these types of organizations can provide a significant quantity of resource materials. Appendix VD details the results of contacts made to trade associations during the course of the work and lists organizations which should be included in future survey efforts.

In general, the majority of the materials available through the trade and professional associations are related to skills training activities. Further, the associations have tended to develop programs in areas not traditionally served by public vocational education programs. Some of the material available would require restructuring and modification or elimination of professional components in order to be fully useful in public schools. However, this source should be viewed as a valuable resource for obtaining materials. However, any intensive survey should proceed from a base of specific program needs, since much of the material available has a limited span and does not provide for any vertical or grade level organization.

5. Commercial Suppliers Commercial organizations were contacted principally through associations and the response was not extensive. Generally, suppliers

responded with complete catalogs and a price list of product lines.

However, there were a few noteworthy exceptions, as some companies have developed extensive amounts of materials usable in a career education program. Future surveys of commercial suppliers would be most profitable if conducted on a highly structured basis, with source contacts directed toward specific program objectives.

Several of the bibliographies that were identified during the course of our survey included listings of commercially available materials that are supportive of career education requirements and which can be used to provide direction to future inventory efforts.

D. CONCLUSION

We believe that the career education inventory project that has taken place within the past 90 days provides a solid foundation for the continuing efforts of the Center for Vocational and Technical Education. It provides a body of knowledge and a vehicle for establishing and maintaining leadership in the explosive field of career education. Most importantly, it provides the insight that is needed for future contributions to the development of this important concept and a practical system for getting the job done.

ED 060224

A FIRST STEP TOWARD CAREER EDUCATION

The Center for Vocational and Technical Education The Ohio State University Columbus, Ohio

A project to identify, compile, catalogue, analyze and assess past and present career education efforts to support Comprehensive Career Education Model 1 objectives

VOLUME II – APPENDICES

PALO ALTO EDUCATIONAL SYSTEMS, INC. 7119 FIRST AVE., SCOTTSDALE, ARIZONA 85251 • (602) 947-3797

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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APPENDIX IA

ORGANIZATIONS CONTACTED DURING FIELD SURVEY

APPENDIX IA

This appendix consists of listings of organizations contacted, in the following order:

- Public and Private Educational Institutions K-12
- Junior Colleges, Colleges and Universities
- Educational Associations
- Government Agencies
- Commercial Suppliers
- Trade, Professional and Other Associations

Survey Status Column Codes

1 = Telephone Contact

2 = Site Visit Made

3 = Materials Promised

4 = Materials Received

PUBLIC AND PRIVATE EDUCATIONAL

INSTITUTIONS K-12

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN ALABAMA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Auburn	Vocational Advisory Council	Dr. Richard A. Baker Director	1-3
Huntsville	Huntsville Schools	Mr. Ben Garmon Director, Voc. Ed.	1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN ALASKA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Anchorage	Anchorage Burrough S.D.	Roy Fay Director Flory Vinson Cliff Hertman Assistant Supt.	1-3-4
Cordova	Cordova School District	Alton Hall Superintendent	1-3
Fairbanks	Fairbanks North Star Burrough Career Ext. Center	Jerry Morang Coordinator	1-3
Juneau	Juneau Public Schools	James J. Hill	1-3
Juneau	State Department of Education Administrative Service Office	Nat Cole Louis Ridle	1
Kodiac	Kodiac-Aleutian Regional H.S.	Jerry Byler Superintendent	1-3-4
Soldotna	Kenai Peninsula Burrough S.D.	Walter Ward Superintendent	1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN ARIZONA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Phoenix	State Department of Education		1-3-4
Phoenix	Cartwright School District #83	Byron Barry Superintendent	1
Phoenix	Washington Elementary Schools	William Randall Assistant Supt.	1
Scottsdale	Scottsdale Public Schools	Leon Webb Ed. Director	1 1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN ARKANSAS

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Gentry	Gentry High School	Mrs. Mable Jordan Coordinator of C.E.	1-3-4
Little Rock	Department of Education	Dr. Jack Nichols RCU Director	1-3-4
		Buell Lyle Exemplary Proj. Dir.	1-3-4
Magnolia	Magnolia High School	Miss Pansy Puckett Exemplary Proj. Couns.	1-3-4

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PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN CALIFORNIA

(5)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Ceres	Ceres Unified Schools	Dr. Adkinson Superintendent	1-3-4
		Leo Scheuber	1-3-4
Downey	ABC Unified School District	Stan Ross	1
Garden Grove	Garden Grove Unified S.D.	Mr. Zimmerman Adm. of CE & Adult Ed	1-3
Hughson	Hughson Union High School	Mr. Gasper Principal/Supt.	1-3-4
		Pauline Hames	1-3-4
Long Beach	Long Beach Unified S.D.	Ronald L. Dietrich	1-3-4
Los Angeles	Archdiocese of Los Angeles	Dr. Thomas Shaheen	1-2-3-4
		Sister Helen McBride Curriculum Coord.	1
		Mgr. Donald Montrose Supt. of High Schools	1
Los Angeles	Los Angeles City Unified S.D.	Eliot Wittenberg	1-3-4
		Dr. William J. Johnston	1-2-3-4
Monterey	Monterey Peninsula Unified S.D.	Alden Phillips Coord. Occ. Ed.	1-3-4
Oakland	Oakland Unified S.D.	Dr. Robert Williams Coord., Guidance	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN CALIFORNIA (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Oxnard	Channel Island High School	Steve Stocks	1-3
Palo Alto	Herbert Hoover Elementary		1-4
Palo Alto	Palo Alto Unified S.D.	Mrs. Miranda Guidance Office	1-3-4
Redwood City	Sequoia Union H.S. District	Dr. Tom Stevens	1-3-4
Rosemead	Don Basco Technical H.S.	Fr. Tom Prendiville Principal	1-3-4
Sacramento	California State Board	Herb Ellenberg State DOE Consultant	1-3-4
Sacramento	State Department of Education	Marian Dong Voc. Ed. Plan. Unit Dr. Ken Densley Assistant RCU Rex Fortune Assistant Director	1-3-4 1 1
Sacramento	Sacramento City Unified S.D.	Al Boothby Voc. Ed. Coord.	1-3-4
San Diego	San Diego County Board of Ed.	Dr. Edward Whitfield	1-3
San Diego	San Diego County Dept. of Ed.	M. Ted Dixon	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN CALIFORNIA (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
San Diego	San Diego Unified Schools	Dr. Thomas L. Goodman Superintendent	1-2-3-4
		Eugene Brucker Director	1-3-4
		Anthony Roe Dir. Chm.	1
San Francisco	Archdiocese of San Francisco	Sister Paula Butier Superintendent of H.S.	1
		Fr. Dumaine	1
San Francisco	Synod of the Golden Gate United Presbyterian Church	Bertha Hilton	1
San Francisco	United Church of Christ	Jennie Windsor	1
San Francisco	Missouri Synod Luthern	Walter Hartkopf	1
San Francisco	San Francisco Public Schools	Dr. Thomas Shaheen	1-2-3-4
San Jose	County Office of Education	Guidance & Voc. Dept	1-3-4
San Rafael	San Rafael Schools	Mr. Clawson Career Dev. Coord.	1
Santa Barbara	Santa Barbara School District	Chuck Brady Voc. Ed. Consultant	1-3-4
Santa Clara	Santa Clara County S.D.	Dr. Stan Ostrom	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN CALIFORNIA (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Santa Rosa	County Administration Center	Walter Eagan Superintendent	1-3-4
Santa Rosa	Sonoma County Schools	Dr. Darryl Larrimore CE Coord.	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN COLORADO

(9)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Boulder	Boulder Valley Voc. Tech. Center	George Lyon Director	1
Denver	Archdiocese of Denver	Sister Rosemary Curr. Coord. Sec	1
		Msgr. William H. Jones Supt. of Schools	1
Denver	School District #12	D. B. Stukey Supt. of Schools	1
Denver	Denver Public Schools	Dr. Howard L. Johnson Superintendent	1-2-3-4
		C. J. Macky	1
Ft. Collins	Poudre School District R1	John D. Meyer	1
Grand Junction	Mesa County S.D. #51	Robert W. McCormick Dir. of Sec. Ed.	1
Longmont	St. Vrain Valley Public Schs.	Philip D. Mattoon	1-3-4
Littleton	Arapahoe County S.D.	William Stanley	1
Pueblo	School District #60	Marilyn Lehel Coordinator	1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN CONNECTICUT

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Bridgeport	Bridgeport Board of Education	Joseph Bonstatelus	1-3
Hartford	Archdiocese of Hartford	Msgr. James A. Connelly	1
Hartford	State Board of Education	Richard C. Wilson RCU Director	1
New Britain	New Britain School District	Arthur H. Kevorkian	1-3-4
New Britain	St. Thomas Acquinas School	Mr. Phillip DuTremble Dir. of Guidance Fr. Gerald Daley	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN DELAWARE

(11)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Dover	State Department of Education	Mrs. Mildred Snowberger RCU Director	1-3-4
		Mrs. Minnie Wynder State Supt.	1-3-4
Milford	Milford School District	Joseph English	1
Newark	Newark School District	Francis Higgins	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN FLORIDA

(12)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Gainesville	FAIS (Fusion of Applied and Intellectual Skills)	Midge Smith Leonard Jackson	1-3-4 1
Miami	Archdiocese of Miami	Thomas Lynch	1
Tallahassee	Florida State Office of Ed	Dr. Virginia Bert RCU Director Dr. Kenneth M. Eaddy Exemplary Proj. Dir.	1 1-3-4
Tallahassee	State Department of Education	W. Hugh Hinely	1-3-4
Tampa	George Washington H.S.	Dr. Karl Miller Exemp. Prog. Dir. Mr. F. Vezzi Instructional Spec.	1-3 1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN GEORGIA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Atlanta	Atlanta Public Schools	Doris Urillingham Instructional Services	1-3-4
Atlanta	State Department of Education	C. Paul Scott RCU Director	1-3-4
Marietta	Cobb County Schools	Joel Smith Exemplary Proj. Dir.	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN HAWAII AND THE SOUTH PACIFIC

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Honolulu	Department of Education	Ms. Emiko Kudo Dr. Samson Shigetomi	1-3-4 1
Honolulu	Maryknoll Grade School	Sister Joan Crebcoure Principal	1
Honolulu	Catholic School Department	Sister Jeanne Ann Administrator	1
Guam	Unio of Guam	Lawrence Kasperbauer	1-3-4
Samoa	American Samoa Government	Milton DeMello	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN IDAHO

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Boise	Department of Education	D. F. Engelking State Supt./ Pub. Inst.	1
Caldwell	Canyon S.D. #139	Floyd W. Merrill	1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN ILLINOIS

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Arlington Heights	Northwest Educational Coop.	Dr. Don Monroe	1-3
Chicago	Chicago Public Schools	Dr. James F. Redmond	1-2-3-4
Chicago	Archdiocese of Chicago	Father Clark	1
Chicago	Du Sable High School	Mrs. Louise Dumitz Counsellor	1
Jacksonville	Jacksonville School District	Richard Graff Director, Voc. Ed.	1-3
Joliet	Joliet School District #86	Dwight Davis Coordinator	1-3
Peoria	Peoria Public Schools	Dr. William Grant Asst. Supt. Ed. Serv.	1-3-4
Springfield	Department of Education	Robert K. Gray RCU Director	1-3-4
Villa Park	Willowbrook High School (CVIS)	Enzo Guintoli CVIS Staff	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN INDIANA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Bloomington	Bloomington Career Guidance Center	Walter Cox Director Carolyn Brown Elem. Curr. Dev.	1 1-3
Elkhart	Elkhart Area Career Center	Joseph M. Miller	1-3
Gary	Gary School District	Dr. Haron Battle Assistant Supt.	1-3
Indianapolis	Indianapolis Schools, Service Center	Raymond Winegard Project Director	1-3-4
Indianapolis	Indiana Office of Education	Don Gentry Indiana Voc. Dir.	1
Indianapolis	Metropolitan S.D. of Lawrence	W. C. Appel Shirley Steel	1-3-4
Princeton	North Gibson High School	Mr. Southerland Director	1
South Bend	South Bend Career Resource Center	Carol Berry Steve Stahlsmith	1-3 1
Terre Haute	State Dept. of Voc. & Tech. Ed.	Gail Adair	1
Washington	Washington Senior High School	Mr. Butcher Voc. Director	1-3-4

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PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN IOWA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Cedar Rapids	Joint City/County S.D.	Dr. Easterday Dir., Exemp. Proj.	1
Council Bluffs	Pottawattamie County Schools	Earl Winters Project Director	1-3-4
Des Moines	State Department of Education	Dr. Kenneth Wold CE Field Coord. William Schuermann Voc. Ed. Director	1 1
Dubuque	Archdiocese of Dubuque	Rev. Russell Bleich Asst. Supt. of Schs.	1-3
Mason City	Mason City Schools	Merwyn Matson Dir. Exemp. Proj.	1-3-4
Monticello	Monticello Community S.D.	John Messerli Supt. of Schools	1-3-4
Newton	Newton Community Schools (School Without Walls)	Dave Cronin Director	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN KANSAS

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Clay Center	Clay Center Schools	J. Lester Hooper	1-3-4
Hill City	Hill City High School	Jerry Jarmer Voc. Ed.	1
Kansas City	Kansas City Unified S.D. #500	Bertrum Caruthers	1-3-4
Kansas City	Archdiocese of Kansas City	Msgr. Henry Gardner	1
Lawrence	Exemplary Project, #497	Ernest Coleman	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN KENTUCKY

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Bowling Green	Bowling Green High School	Otto Mattei Director, WOW	1-3-4
Lexington	Henderson County School System	Mrs. Theo Vickers	1-3-4
Louisville	Archdiocese of Louisville	Joseph McGee Curr. Coord. Rev. Tom Casper Supt. of Schools	1 1
Manchester	Manchester Public Schools	Ed Marcum Exemp. Project	1-3-4
Newport	Newport Independent Schools	Mrs. Noreen Wilson Special Ed. Teacher	1-3-4
Pikeville	Pikeville Independent Schools	Jewell A. Cline	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN LOUISIANA

(21)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Baton Rouge	State Board of Education	Paul Brown RCU Director	1-3
		Raymond Kerr Voc. Ed. Exec. Asst.	1
Lafayette	Layfayette Parish School Board	Ray Miles	1-3-4
New Orleans	Archdiocese of New Orleans	Rev. Louis F. Generes	1
New Orleans	New Orleans City Schools Carver Sr. High School	William Young Ind. Arts Sup.	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN MAINE

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Augusta	State Department of Education	Whitney Newcombe Voc. Ed. Dept.	1
Fort Kent	Fort Kent High School	Laurel Daigle Counsellor	1
Harrington	School Administrative District #37	Mr. Robert Hammond Coordinator	1-3-4
Lewiston	Lewiston High School	Lynn Markee Coordinator, CE	1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN MARYLAND

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Baltimore	Baltimore Public Schools	Neil Carey Charlotte Mebane	1-2-3-4 1-3-4
Baltimore	State Department of Education	Marinus A. Kip	1-3-4
Baltimore	Baltimore Archdiocese	Father William Newman Supt. of Schools	1
Clarksville	Howard County Schools	Mr. Harold Sullivan	1-3
Rockville	Maryland Public Schools	Mrs. Lois Parker CE Coordinator	1-3-4
Rockville	Montgomery Public School	Michael Wilson Chief Curr. Coord.	1-3

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN MASSACHUSETTS

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Boston	St. Domini Savio School	Dorothy Simonine	1
Boston	Don Basco Technical H.S.	The Rev. Eugene Palumbo	1-3
Boston	Archdiocese of Boston	The Rev. Albert Low	1
Boston	Board of Education	Kenneth Caldwell	1
Boston	Boston Public Schools	Dr. William Ohrenberger Superintendent	1-2-3-4
Brockton	Cardinal Spellman H.S.	Sister Jamsine	1
Cambridge	Motignon High School	Sister Alverson	1
Farmingham	Middlesex Regional S.D.	Donald J. Donoghue	1-3-4
Mattapan	Project JESI	Bill Owen	1
Newton	New England Center of Occ. Ed.	Richard Gustafson	1
Peabody	Bishop Fenwick School	Phillip Hopkins Sister Rose Julie	1 1
Quincy	Quincy Public Schools (ABLE)	Glen Neifing Director, ABLE	1-3-4
Randolph	Department of Education	Joseph Casello Clifford Easton	1-3-4 1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN MASSACHUSETTS (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Roxbury	Project CAREERS	Carroll McCloud	1-3-4
South Easton	Easton Public Schools	John Farrington Asst. Supt.	1-3-4
Winchester	State Department of Education	Dr. William Conroy Occ. Ed. Div.	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN MICHIGAN

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Battle Creek	Calhoun Vocational Center	Clifford Jump Director, Voc. Ed.	1-3-4
Detroit	Archdiocese of Detroit	Rev. John Zuers Supt. of Schools	1
Detroit	Detroit Board of Education	Dr. Templeton	1-3-4
Detroit	Detroit Public Schools	Dr. Charles J. Wolfe Acting Supt. Eugene Bower Supervisor	1-2-3-4 1-3-4
Flint	Genessee Intermediate S.D.	Al Mattery Voc. Ed. Director	1-3-4
Lansing	Department of Education	J. P. Bebermeyer RCU Director Arthur Hansen Supervisor	1-3-4 1-3-4
Menominee	Menominee County S.D.	Ivan Ryan Voc. Ed. Director	1-3-4
Mt. Pleasant	Isabella County Voc. Center	Marvin Oberlander Voc. Ed. Director	1-3
Pontiac	Pontiac Public Schools	Dr. Tom Justiz	1-3-4
Pontiac	Waterford-Mott High School	John Shupe	1-3

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PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN MICHIGAN (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Royal Oak	Royal Oak Vocational Center	Ronald Todd Voc. Ed. Director	1-3-4
Warren	Warren Consolidated Schools	Alfred Bracciano	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN MINNESOTA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Brainerd	Minnesota Learning Center	Michael McGraw	1-3-4
Cloquet	Cloquet High School	Donald Kemp	1-3-4
Minneapolis	Minneapolis Public Schools	Dr. John B. Davis Superintendent Dr. Charles Nichols Voc. Ed. Director	1-2-3-4
Minneapolis	Robbinsdale School District	James Kennedy	1-3-4
Osseo	Independent School District #279	Robert Olsen Coordinator	1
Owatonna	Owatonna Public Schools	Donald G. Barber Dir., Career Dev.	1-3-4
Red Wing	Independent School District #256	Dr. D. B. Myolsness	1-3-4
Roseville	916 Votex Center	Dr. William Knaak Superintendent	1-3
St. Paul	State Department of Education	Robert P. Van Tries Director, Voc. Ed. Mel Johnson Dir. of Prog. Dev.	1-3-4 1
St. Paul	Capitol View Junior High	Dr. Charles Harwood Voc Ed. Director	1-3

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN MINNESOTA (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
St. Paul	Technical Vocational Institute	Mr. Fran Hofmeister Director, Media Center	1-3-4
St. Paul	Archdiocese of St. Paul	Rev. John Gilbert Sister Anne Redmond Curr. Coord.	1 1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN MISSISSIPPI

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Jackson	Department of Education	James Wall RCU J. H. McMinn James Morris	1-3-4 1-3-4 1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN MISSOURI

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Jefferson City	State Department of Education	Glen White RCU	1
Kansas City	Kansas City Public Schools	Dr. E. Oren Hammond Project Director	1
Lee's Summit	Lee's Summit School District	Sharon Anderson Dir. - Teacher	1
Moberly	Moberly Public Schools	Jack Nelson Project Director	1-3-4
Rock Hill	St. Louis County, Special S.D.	Mr. Wiesmen Voc. Ed. Coord.	1-3-4
St. Louis	St. Louis Board of Education	Peter Rein	1-3-4
St. Louis	Archdiocese of St. Louis	James Curting	1
St. Louis	St. Louis Public Schools	Dr. Ernest Jones Acting Supt.	1-2-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN MONTANA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Fort Benton	Fort Benton High School	William Hoppes Superintendent	1-3-4
Great Falls	Great Falls Public School	James Carey	1
Helena	Office of the State Supt.	Benjamin Ulmer Director	1
Helena	Helena Public Schools Voc. and Tech. School	Roger Bauer Program Director	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN NEBRASKA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Alliance	Service Unit 12 (DEVISE)	Bill Plank Project Director	1-3-4
Lincoln	State Department of Education	Dr. Cecil Stanley Commissioner of Ed. Bryon Vanier Voc. Ed. Dept.	1 1
Omaha	OE of Omaha	Edwin Parrish Asst. Supt.	1
Omaha	Archdiocese of Omaha	Rev. John Flynn Director of Ed.	1
Omaha	Omaha School District Monroe Junior High School	Mrs. Audrey Bidell Voc. Guidance Dir.	1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN NEVADA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Las Vegas	Southern Nevada Voc-Tech Center	Mr. John Dooley	1
Las Vegas	Clark County School District	Raymond Sturm	1
Reno	Washoe County School District	Marvin Picollo Superintendent	1-3-4

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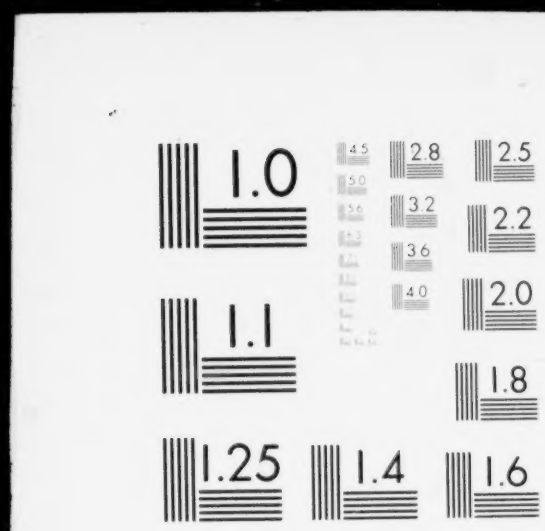

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN NEW HAMPSHIRE

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Concord	N.H. Occupational Information & Improvement Project	Earl Wingate	1-3-4
Concord	State Board of Vocational Ed.	Gloria Cooper RCU	1-3
Keene	Keene High School	John Riesenberg Voc. Ed.	1-3-4
Lebanon	Tri-State Curriculum Dev. Proj.	Dan Whitaker Project Director	1-3
Peterborough	Union School District #47	John W. Mandell	1-3
Suncook	Penbroke Academy	William Marsden Principal	1-3

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN NEW JERSEY

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Ashbury Park	Ashbury Park Schools	Thomas Jannarone	1-3
Camden	Camden Public Schools	Peter M. John Supervisor	1-3-4
		Fred Cappello Teacher	1-3-4
East Orange	Archdiocese of Newark	The Rev. William Daley	1
Hackensack	CVTE On-Site-Staff	C. K. Moore	1-3-4
New Brunswick	New Brunswick Public Schools	George F. Meyer	1-3-4
Rahway	Rahway Public Schools	Edward Hirchman Voc. Ed. Director	1-3
Trenton	State Department of Education	Thomas W. Gambino Director	1-3-4
		Harold R. Seltzer Voc. Ed. Director	1-3-4
		Dr. Po Yen Koo	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN NEW MEXICO

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Albuquerque	Albuquerque Public Schools	Nelson Lowery Director	1
Bernalillo	Tri-Cultural Vocational Ed. Exemplary Project	James Baca	1
Gallup	Gallup-McKinley County Schools	M.E. Fairchilds	1
Las Cruces	Las Cruces Public Schools	Belsan Armijo	1-3-4
Santa Fe	Archdiocese of Santa Fe	Rev. Albert Schneider Director	1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN NEW YORK

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Albany	Albany-Schenectady-Schoharic BOCES	Anthony Tamburo Coordinator	1-3
Auburn	Auburn BOCES	Bernard Woycik	1
Beacon	Mid-Hudson Career Development & Information Center	Robert Schrieber Director	1-3-4
Bronx	St. Augustines School	Brother Edward Phelan	1-3
Buffalo	Buffalo Board of Education	John Murray	1-3-4
Buffalo	Buffalo Public Schools	Charles Palmeri	1-3-4
Buffalo	Bishop McMahon High School	Norine Crawford	1-3
Buffalo	Diocese of Buffalo	Msgr. Leo Hammerl	1
Herkimer	Herkimer County Board of Coop. Education Services	Donald Maxwell	1-3-4
Hudson Falls	Warren-Washington BOCES	William D. Hailer, Jr. Coordinator	1-3-4
Hyde Park	Franklin D. Roosevelt H.S.	Stewart Alpers Dir. of Guidance	1-3
Ithaca	Ithaca City School District	Edwinn Deveraux	1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN NEW YORK (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Mineola	Mineola Public Schools	Louis Famica Asst. Supt.	1
New York City	St. Augustine School	Br. Edward Phelan	1
New York City	Archdiocesan Schools (RC)	Br. Lawrence Joseph	1
New York City	New York City Public Schools	Dr. Harvey B. Scribner Superintendent	1-2-3-4
New York City	Archdiocese of New York	Msgr. Joseph O'Keefe Secretary of Ed.	1
New York City	National Assoc. of Episcopal Schools	J. P. Carter	1
Rochester	Rochester School District Career Information	John McGuire Director of Guidance	1-3-4
West Nyack	Rockland County Occ. Center	George Jarrow	1-3
Yorktown Heights	Westchester BOCES #1	William Fleischauer Placement Coord.	1-3

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN NORTH CAROLINA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Beaufort	Cataret County Board of Ed.	Will Hon	1-3-4
Raleigh	Wake County Schools	Riley O. Carroll	1-3-4
Raleigh	Department of Public Instr. Occupational Education	Tommie Stephens	1-3-4
Raleigh	Center for Occupational Ed.	Dr. Charles H. Rodgers RCU Director	1-3
		Dr. William J. Brown	1-3

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN NORTH DAKOTA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Bismarck	Department of Public Instr.	Diaran L. Dooley Dir. of State & Fed. Relations	1
Bismarck	Department of Education	Larry Selland Voc. Ed. Division	1-3-4
Grand Forks	Grand Forks Public Schools	Jack R. Gableman Voc. Ed. Director	1-3-4
Minot	Minot Public Schools	Dr. Lowell Latimer Asst. Supt.	1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN OHIO

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Akron	Akron Public Schools	Nicholas Topougis Coordinator of CE	1-3-4
Cleveland	Cleveland Public Schools	Dr. Paul W. Briggs	1-2-3-4
Columbus	State Department of Education	C. O. Tower RCU	1-3
		Eugene Banks Dir., Proj. TREND	1-3
Columbus	Diocese of Cincinnati	Mr. Philip Roise Curriculum Dir.	1
		Rev. Herman Kenning	1
Dayton	Dayton Public Schools	James Frasier	1-3-4
Perrysburg	Plenta County Joint Voc. S.D.		1-3
Toledo	McTigue High School Careers Program	Jama Doenges Coordinator	1-3-4
Toledo	Toledo Board of Education	R. T. Scherer Voc. Ed. Director	1-3-4
Zanesville	Muskingun Area Tech. Inst.	Walker Huffman	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN OKLAHOMA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Ada	Byng High School	Mrs. Edith Hudson	1-3-4
Bartelsville	College High School	Debbie Peoples Teacher Coord.	1-3
Oklahoma City	State Board of Education	Blan Sandlin Dir., Guidance Serv.	1-3-4
Stillwater	Department of Education	Ralph Dreesen Chr., Exemp. Prog.	1-3-4
		Dr. W. Donald Frazier RCU Director	1
Tulsa	Tulsa Public Schools Vocational Center	Morris Ruley Director	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN OREGON

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Coos Bay	Coos Bay School District	Mr. Pruitt Principal	1-3
Lebanon	Lebanon High School	Charles Porfily Voc. Ed. Director	1-3-4
Portland	Portland Public Schools	Dr. Robert W. Blanchard	1-2-3-4
Portland	Archdiocese of Portland	Rev. Emmet Harrington Secretary of Schs.	1
Portland	David Douglas School District	Dr. Omar McCaleb Director	1
Salem	State Board of Education	Don Gillis RCU Dr. Dan Dunham Career Education	1-3-4 1-3-4
Springfield	Springfield Unified S.D. #19	Dr. Cas Heilman Hartley Profgouben	1-3 1
Turner	Cascade Union High School	Eugene Kelly Local Voc. Director	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN PENNSYLVANIA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Butler	Butler Area Joint Schools	Sarah Reed Chairman, Counsel. Ronald Firster Guidance Counsel	1 1-3-4
Camp Hill	State of Pennsylvania Correctional Education	Harry A. Snyder Director	1-3-4
Harrisburg	State Department of Education	Dr. Ferman B. Moody RCU Louis Kirkland Voc. Prog. Service	1-3 1
Hazelton	Hazelton Area Voc & Tech Inst.	Mrs. Nancy Gilgannon Director	1-3-4
Paoli	Church Farm School	C. W. Schreiner, Jr.	1
Philadelphia	Archdiocese of Philadelphia	Rev. John Neille Msgr. Francis B. Schulte	1 1
Philadelphia	School District of Philadelphia	Dr. Mark R. Shedd Helen Faust	1-2-3-4 1-3-4
Pittsburgh	Pittsburgh Public Schools	Dr. Louis J. Kishkunas	1-2-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN RHODE ISLAND

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Pawtucket	Pawtucket School Department	Dr. Edward Melucci Director of Career Dev	1-3-4
Providence	State Department of Education	Orrin Laferte RCU Director	1-3-4
		Peter Bowen Voc. Ed. Coord.	1
		Edward J. Medeiros Teacher Training	1-3-4
		Clifton Boyle Consultant Voc Ed	1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN SOUTH CAROLINA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Columbia	State Department of Education	Gary Lashway Supervisor RCU Luther Lewis Asst. Dir., Voc. Ed. Cyril Busbee State Supt. of Ed.	1-3-4 1 1
Lancaster	Regional Educational Services Center	Dale Holden Coord., Exemp. Prog.	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN SOUTH DAKOTA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Pierre	State Department of Education	E. B. Olsen Dir., Voc-Tech Ed.	1
Sioux Falls	Sioux Falls Independent Schools	Ed Wood Dir., Voc-Tech Ed.	1
Watertown	Watertown Independent S.D. #1	Helen Dickson Elementary Curr. William Anderson Information Spec.	1-3-4 1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN TENNESSEE

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Knoxville	State Department of Education	Dr. Garry Bice RCU	1-3
Knoxville	Knox County Schools Halls High School	William Neal Dir., Contemp. Curr.	1-3-4
Memphis	Memphis City Schools	Dr. John Freeman W. D. Callian James E. Hugueley Project SPAN	1-2-3-4 1-3-4 1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN TEXAS

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Austin	Department of Education	Dr. Ray Barber RCU Director	1-3
Austin	Austin Public Schools	Mrs. Lee Laws Coord., Student Aff.	1
Austin	Texas Education Agency	William Lovelace	1-3-4
Austin	Education Service Center Region 13	Royce King Program Director	1-3-4
Dallas	Dallas Public Schools	Dr. Nolan Estes Superintendent	1-2-3-4
El Paso	Education Service Center Region 19	J. L. Abrams	1-3-4
El Paso	El Paso Public Schools	Carlos Rivera	1-3-4
Houston	Houston Public Schools	J. B. Whitley Superintendent	1-2-3-4
Pharr	Pharr-San Juan-Alamo S.D.	Wesley Van Metre	1-3-4
San Antonio	Archdiocese of San Antonio	Br. Edwin Goedt	1
San Antonio	San Antonio School District	Stephen Catlani Exemplary Proj.	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN UTAH

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Farmington	Davis County School District	Lawrence Welling Ast. Supt.	1-3-4
Junction	Piute School District	Steven H. Peterson Superintendent	1
Manti	South Sampete School District	Dallas Greener Director, Career Dev.	1
Millard	Millard School District	Boyd Luke Principal	1
		Don Hughes Voc. Director	1
Moab	Grand County School District	C. Robert Sundwall Superintendent	1
Ogden	Weber County School District	J. Ray Jarrett Voc. Ed. Director	1
Provo	Provo City Schools	Sherman Wing Superintendent	1
Randolph	Rich County School District	Calvin Whatcott Superintendent	1
Salt Lake City	Department of Education World of Work	Ray D. Warner Director	1-3-4

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PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN UTAH (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Salt Lake City	Board of Education	Rosamond Denman Consultant in Bus. Vaughn Hall Deputy Supt. Jed Wadsen Voc-Tech Coord.	1-3-4 1 1
Salt Lake City	Granite School District	Harold Handley Dir., Curr. Voc. Ed.	1
Sandy	Jordon School District	M. H. Penrod Voc. Ed. Director	1

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PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN VERMONT

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Bennington	Mt. Anthony Union H.S.	James Merrow, Jr. Coord., Voc. Guidance	1-3-4
Bethel	Whitcomb High School	Jules D'Agostine Principal	1-3-4
Montpelier	Department of Education	Joseph P. Kisko RCU Director	1-3-4
		Walter Faukner Dir. of Guidance	1
Montpelier	Employment Security Office	Stella Hackel Director	1
Richford	Franklin NE Supervisory Union	Forest Farnum	1-3
Richford	Integrated Vocational Ed.	Cola D. Watson	1-3-4
Rochester	Rochester NW Supervisory Union	Wallace A. Martin Superintendent	1-3
St. Albans	St. Albans Voc Area Center Bellows Free Academy	Herbert Shipman Director, Voc Center	1-3-4
Windsor	Windsor NW Supervisory Unit	James Tierney Superintendent	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN VIRGINIA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Blacksburg	State Board of Education	Wiley Lewis Career Materials Freddie Wheatley Dilenowisco Project	1-3 1
Richmond	State Department of Education	George L. Sandvig State Dir., Voc. Ed. George Orr	1 1-3-4

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PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN WASHINGTON D.C.

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Washington D.C.	Washington D.C. Public Schools	Dr. Hugh J. Scott	1-2-3-4
Washington D.C.	Archdiocese of Washington	G. Patrick Canan	1-3
Washington D.C.	National Catholic Ed. Assoc.	Fr. George Elford	1

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN WASHINGTON

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Kennewick	Kennewick School District	Leslie Adams Voc. Director	1-3-4
Kent	Kent Public Schools	Tom Straka Voc. Ed. Director	1-3-4
Newport	Newport High School	Rod Hahn Voc. Ed. Director	1-3
Olympia	State Department of Education	George Pliant RCU Director	1-3
		Dean Wagaman Dir., Dev. Program	1
Pasco	Pasco School District #1	William Eubank Asst. Supt.	1-3-4
Seattle	Garfield High School		1-3-4
Seattle	Highline School District #401	Dr. Ben Yormark	1-3-4
Seattle	Seattle Public Schools	Dr. Richard Hunter Asst. Supt.	1-3-4
Seattle	Archdiocese of Seattle	G. Patrick S. Clark Coord. of Curr. Dev.	1
Spokane	Spokane Public Schools School District #81	Homer Mattson Voc. Ed. Director	1-3

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN WASHINGTON (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Vancouver	Vancouver School District #37	James Brooks Voc. Ed. Director	1-3-4
Yakama	Yakama School District	Floyd Winnegar Voc. Ed. Director	1-3

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN WEST VIRGINIA

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Hamlin	Lincoln County Schools	Herbert Holstein Supervisor	1-3-4
Huntington	State Department of Education	Glenn E. Smith	1-3

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN WISCONSIN

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Green Bay	Green Bay City Schools	James Kissinger Guidance Director	1-3-4
Madison	State Department of Education	Robert Ristau CE Superintendent	1-3-4
Madison	Board of Education	R. J. Krogstad RCU	1-3-4
Madison	Department of Public Instruction	Robert Meyer CE Director William C. Kahl	1-3-4 1-3-4
Milwaukee	Archdiocese of Milwaukee	Msgr. Edmund Gaebel Rev. John Hanley Supt. of Schools	1 1
Milwaukee	Milwaukee Public Schools	Dr. Richard P. Gousha Superintendent	1-2-3-4
Oconomowac	Oconomowac Public Schools	Bob Schult Director Fed. Proj.	1-3-4
Racine	Racine Public Schools	Albert Pitts Coord. Local Voc. Ed.	1-3-4
Sheboygan	VTAE District #11 Lakeshore Tech. School	Charles Bingner Dir., Exemp. Prog.	1-3-4
St. Nazianz	JFK Prep	Father Myron Wagner	1-3-4

PUBLIC AND PRIVATE EDUCATIONAL INSTITUTIONS K-12 IN WYOMING

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Casper	Natrona County School	Ernest Sones Director, Occ. Ed	1
Cheyenne	Department of Education	Dr. Fred Black Occupational Ed.	1-3-4
		Paul Sizemore Coordinator	1
Cheyenne	Laramie County S.D. #1	Leo P. Breeden Asst. Supt.	1
Riverton	Fremont County #25	Glen Burgess	1

JUNIOR COLLEGES, COLLEGES

AND UNIVERSITIES

JUNIOR COLLEGES, COLLEGES AND UNIVERSITIES

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Alabama			
Auburn	Auburn University	Richard Baker	1-3
Alaska			
Anchorage	Anchorage Community College	Eugene Short	1-3
Juneau	Douglas Community College	James J. Hill	1-3
California			
Santa Monica	University of California	Diane Watson Assistant Director	1-3
San Mateo	San Mateo Community College	Robert Bennett	1-3-4
Gilman Springs	Mt. Santa Jacinto Community College	Dr. Al Grapky	1-3-4
Visalia	College of the Sequoias	J. A. Guarisco	1-3-4
Los Angeles	California State University	Dr. Jane Matson	1
Los Angeles	University of Southern Cal.		1-3-4
Colorado			
Greeley	University of Northern Colorado	Lois Bennett	1-3-4

JUNIOR COLLEGES, COLLEGES AND UNIVERSITIES (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Colorado			
Ft. Collins	Colorado State University	Dr. Blake	1
Florida			
Tallahassee	Florida State University	John Giel	1-3-4
Tampa	University of West Florida	Lawrence Perkins	1-3
Gainesville	University of Florida	Midge Smith	1
Georgia			
Athens	University of Georgia	Dr. George O'Kelley	1-3
Hawaii			
Honolulu	University of Hawaii	Dr. Tervo Ihara	1
Honolulu	Chaminade College of Honolulu	Br. Oliver Aiu Peterson	1-3-4
Illinois			
Urbana	University of Illinois	Dr. Emory Karns	1
Carbondale	Southern Illinois University	Larry Bailey	1-3-4
Charleston	Eastern Illinois University	Dr. Marla Peterson	1-3-4

JUNIOR COLLEGES, COLLEGES AND UNIVERSITIES (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Illinois			
DeKalb	Northern Illinois University	Dr. Walter Wernick	1-3-4
Indiana			
South Bend	Indiana University	Eldon Ruff	1-3-4
Fort Wayne	Indiana Voc-Tech College		1
Iowa			
Ankeny	Ankeny Community College	Eldon Bergstrom	1-3-4
Ames	Iowa State University	Dr. Alan Kahler	1-3-4
Kansas			
Manhattan	Kansas State University	Dr. Bob Meisner	1
Kentucky			
Lexington	University of Kentucky	Harold Binkley	1
Maine			
Gorham	University of Maine	Arthur Berry	1-3-4

JUNIOR COLLEGES, COLLEGES AND UNIVERSITIES (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Massachusetts			
Cambridge	Harvard University	Charles Myers	1-2-3
Amherst	University of Massachusetts	Prof. Mark Rosman	1-3-4
Boston	Northeastern University	Dean Don Tucker	1-2-3
Michigan			
East Lansing	Michigan State University		1
Detroit	Wayne State University	Fred Cook	1-3
Minnesota			
St. Peters	Gustavus Aldophus College	Ellis H. Jones	1-3-4
Minneapolis	University of Minnesota	Jerome Moss	1-3-4
Mississippi			
State College	Mississippi State University	James Wall	1-3-4
Jackson	University of Mississippi	Dr. Richard Vasek	1
Missouri			
Florissant	Florissant Valley Community College	Anderson Woods	1-3-4

JUNIOR COLLEGES, COLLEGES AND UNIVERSITIES (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Missouri			
Columbia	University of Missouri	Harry Drier, Jr.	1-2-3-4
Nebraska			
Lincoln	University of Nebraska	Paul Schupbock	1-3-4
Nevada			
Reno	University of Nevada		1-3-4
New Jersey			
New Brunswick	Rutgers University	Dr. James Bennett	1
New York			
New York City	Columbia University		1-2-3-4
Albany	The University of the State of New York		1
Oswego	State University College	Dr. Gordon McMann	1
Ohio			
Columbus	Ohio State University		1-3-4

JUNIOR COLLEGES, COLLEGES AND UNIVERSITIES (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Oklahoma			
Stillwater	Oklahoma State University	Lloyd Wiggins	1
Oregon			
Corvallis	Oregon State University	Dr. Cas Heilman	1-3-4
Pennsylvania			
Philadelphia	University of Pennsylvania	Dr. Hugh Shafer	1
University Park	Penn State University	Dr. Jos. Impelliteri	1-3
Rhode Island			
Providence	Rhode Island College		1
Utah			
Logan	Utah State University	Roy Warner	1
Virginia			
Blacksburg	Virginia Polytech	Gordon Beamer	1
Washington			
Pullman	Washington State University	William A. Bahamis	1-3-4

JUNIOR COLLEGES, COLLEGES AND UNIVERSITIES (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Washington			
Spokane	Spokane Community College	Francis McMulkin	1-3
Washington DC	Howard University	Lloyd Urdell Dr. Roy Jones	1 1-3
Wisconsin			
Madison	University of Wisconsin	James Lipham	1-3-4

EDUCATIONAL ASSOCIATIONS

EDUCATIONAL ASSOCIATIONS

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Madison, Wi	American Society for Training and Development	James Pearson	1-3
Delmar, NY	American Technical Education Association	Dr. William Feininger	1
Washington, DC	American Vocational Association	Miss Mary Allen	1
Washington, DC	Association for Childhood Education International	Miss Neith Headley	1
Baltimore, Md	Enoch Pratt Library	Miss Isabella Jinnette	1
Washington DC	National Advisory Council of Education of Disadvantaged Children		1
Washington DC	National Association for the Education of Children	Milton Akers	1
Washington DC	National Catholic Education Association	Fr. George Elford Sister Leo Vincent	1 1-3
Washington DC	National Education Association	Mrs. Nancy Greenberg	1
Washington DC	National School Public Relations Association	Grant Venn	1

EDUCATIONAL ASSOCIATIONS (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Newton, Ma	New England Center of Occ. Ed.	Richard Gustafson	1
Concord, NH	New Hampshire Occupational Improvement Project	Earl Wingate	1-3
Lancaster, SC	Regional Educational Services Center	Dale Holden	1-3
Washington DC	Target Resources on Educational Needs of the Disadvantaged	Francis Corrigan	1-3-4
Washington DC	WETA TV	Richard Pioli	1
Brooklyn, NY	WNYE TV	James MacAndrew	1-3

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GOVERNMENT AGENCIES

GOVERNMENT AGENCIES

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Washington DC	ACTION	Marc Leland	1-3-4
Washington DC	Bureau of Transportation	Aaron Adams	1
Washington DC	Manpower Institute	Leo Wintz	1
New York City	National Commission for Resources for Youth	Miss Mary Kohler	1-3
Washington DC	National Committee on Children & Youth	Isabelle Jones	1-3-4
Washington DC	National Parks and Conservation Association	Robert Eisenbud	1-3
Washington DC	National Technical Service Department of Commerce	Mr. Knox Mrs. Clifford	1 1
Washington DC	UNESCO	Lillian Parker	1
Washington DC	US Department of Agriculture	Gloria Kelly	1
Washington DC	US Department of Health, Education & Welfare (HEW)	Dr. Elizabeth Simpson Mrs. Lois Watt Mrs. Knutz	1-2-3-4 1-3 1
Washington DC	US Department of Housing & Urban Development (HUD)	Mrs. Louise North Gerald Huard	1-3-4 1

GOVERNMENT AGENCIES (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Washington DC	US Department of Labor Office of Research & Dev. Manpower Administration	Alice Moreland Harry Lieverman Janet McGuarrie Joe Seiler	1-3-4 1 1-3-4 1
Washington DC	US Office of Economic Opportunity	Harold Payne	1-3-4
Washington DC	US Office of Education	Bud Hogbuin Dr. Sidney High Dr. Rue Harris Dr. Walter Brooking	1-3 1 1-3 1
Washington DC	Youth Development Juvenile Delinquency Prevention	Robert Gemengrani	1-3

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COMMERCIAL SUPPLIERS

COMMERCIAL SUPPLIERS

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Palo Alto, Ca	American Institute for Research	Dr. Tiedeman	1-3-4
New York City	ARCO Publishing Company	Edward J. Gavin	1-3-4
Philadelphia	Chilton Book Company		1-3-4
Chicago	Consolidated Book Publishers	K. S. Giniger	1-3-4
New York City	Dodd, Mead & Company	Arthur J. Viders	1-3-4
Garden City, NY	Doubleday Company	Jack J. O'Leary	1-3-4
Santa Ana, Ca	Doubleday Multimedia	William Felder	1-3-4
Lincoln, Nb	Edutek, Inc.	Dr. Ron Turner	1
Camarillo, Ca	Evaluation Technology Corp.	J. W. McDaniel	1
New York City	Farrar, Straus & Giroux, Inc.		1-3-4
Illinois	Follet Education Corporation		1-3-4
Bridgeport, Ct	General Learning Corporation Career Development Center	Oliver Rice	1-3-4
New York City	Gosset & Dunlap, Inc.	M. Ann Heidbreder	1-3-4
Lincoln, Nb	Great Plains National Instructional Television Library		1-3-4

COMMERCIAL SUPPLIERS (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Pleasantville, NY	Guidance Association		1-3-4
Seattle	King Screen Productions		1-3-4
Washington DC	EJ Kirschner & Assoc.	EJ Kirschner	1
Washington DC	McGraw Hill	Lawrence Walsh	1-3-4
San Francisco	Merchandising Dynamics	Robert Bergan	1-3-4
New York City	National Educational TV	James Day	1
Washington DC	National Public Affairs Broadcasting	Miss Jeanne Newin	1-3
Green Bay, Wi	Newist, WLUK		1-3-4
New Jersey	Prentice Hall, Inc.	Dennis P. Curtin	1-3-4
Englewood Cliffs, NJ	Scholastic Magazines & Book Service	William J. Berger	1-3-4
Chicago	Science Research Assoc. (SRA)	Norma Seeman	1-3-4
Harrisburg, Pa	Stackpole Books		1-3-4
Binghamton, NY	United Transparencies, Inc.		1-3-4

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COMMERCIAL SUPPLIERS (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Falls Church, Va	"Washington Counselletter"	Dr. Joseph E. Barber	1
Washington DC	Washington POST	Lawrence Laurent	1
New York City	Westinghouse Learning Corp.	Mrs. Susan Riser	1

TRADE, PROFESSIONAL AND OTHER ASSOCIATIONS

TRADE, PROFESSIONAL AND OTHER ASSOCIATIONS

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Washington DC	AFL-CIO	Dr. John Sissinia	1
Elkhart, In	American Animal Hospital Assoc.	Dr. W. Morris	1
Silver Springs, Md	American Association of Colleges of Pharmacy	Charles Bliven	1-3-4
Chicago	American Association of Newspaper Representatives	Agnes Beck	1
Washington DC	American Association of Port Authorities	Ed Reisner	1-3
Washington DC	American Association of School Administrators	Dr. Redfern	1
Washington DC	American Association of Workers for the Blind	John Naler	1-3-4
Washington DC	American Chemical Association	Harold Walsh Dr. Frederick Wall	1-3-4 1
Chicago	American Dental Association	Bill Garrison	1-3-4
Montvale, NJ	American Federation of Information Processing Societies	Dr. Bruce Gelchrist	1-3-4
Washington DC	American Film Institute	Mrs. Borneman	1

TRADE, PROFESSIONAL AND OTHER ASSOCIATIONS (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Washington DC	American Home Economics Association	Dr. Doris Hanson	1-3
New York City	American Institute of Chemical Engineers	Mrs. Fourdinier F. VanAntiwerren	1-3-4 1
New York City	American Institute of Interior Designers	William Hamilton	1-3-4
Stoneybrook, NY	American Institute of Physics	Dr. Strassenberg Dr. H. Koch	1-3
Chicago	American Library Association	David Clift	1
Highlands, NJ	American Littoral Society	D. Bennett	1-3
Chicago, Il	American Medical Association	Miss Anne Crowley Dr. E. Howard	1-3-4 1
Washington DC	American Personnel and Guidance Association	Mrs. Adelaide Siegal	1
Washington DC	American Pharmaceutical Assoc.	Dr. William McGann	1-3-4
Washington DC	American Society for Public Administration	Don Blandon	1
Chicago	American Society of Traffic and Transportation	Charles Glasgow Jr.	1

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Hollywood, Ca	Association of Motion Picture and TV Producers	Alfred P. Chamie	1
Milwaukee, Wi	Board of School Directors		1-3-4
Washington DC	Civil Service Commission	Cecil Warren	1-3-4
Mt. Vernon, NY	Consumers Union of the U.S.	Mr. Schoen Feld	1
New London, Ct	Ecological Society of America	Dr. Niering	1-3
Washington DC	4H Clubs	Jack Ramsey Robert Pincher	1-3-4 1-3-4
Alexandria, Va	Future Farmers of America	Paul Grey	1-3-4
Washington DC	Future Homemakers of America	Mrs. Pat Mower	1-3-4
Detroit	Institute for Economic Ed.		1-3-4
New York City	Institute of Life Insurance	Dr. Helen Phal Mr. Blake Newton	1-3
Washington DC	International City Management Association	Mr. Redusnier	1-3-4
Kansas City, Mo	Kansas City Area Hospital Assoc.	Ed Rodey	1-3-4
New York City	Life Insurance Association of America	Mr. Small	1

TRADE, PROFESSIONAL AND OTHER ASSOCIATIONS (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
San Francisco	Missouri Synod Lutheran	Walter Harthoph	1
Washington DC	Motion Picture Association of America	Jack Valenti	1
Washington DC	National Center for Careers In Education	Francis Bertnett	1-3
Washington DC	National Conference of Christians and Jews	Donald Sullivan	1-3-4
Maryland	National Institute of Health	Miss Jane Stafford	1-3
Washington DC	National Science Foundation	Nathan Kaisack Dr. Charles Whitmer	1-3-4 1-3-4
New York City	TV Bureau of Information NAB	Roy Danish James Poteat	1 1
Nashville, Tn	Tennessee Health Careers Prog.		1-3-4
San Francisco	United Church of Christ	Miss Jennie Windsor	1
Washington DC	US Catholic Conference	Frank Monahan	1
Washington DC	US Chamber of Commerce	James Conner Milt Fletcher	1-3 1

APPENDIX IB

ERIC SEARCH

APPENDIX IB

ERIC SEARCH

Survey efforts to identify treatment units useful to the CCEM I project included use of the ERIC, AIM and ARM information retrieval systems. The approach to utilizing these resources is summarized in the balance of this appendix. The appendix is supplemented by materials submitted under separate cover which detail specific descriptors used and selective abstracts obtained through computer processing.

Initial project plans anticipated the use of the computer facility at The Ohio State University for developing the search strategy and obtaining abstracts. However, the on-line system maintained in San Francisco by the USOE was ultimately used, as faster turn around time could be obtained and the system was available at no direct cost to the project or the Center.

SEARCH STRATEGY

The search was undertaken by relating descriptors maintained in the ERIC system through use of the rotated display to career education elements. Relevant descriptors were processed on-line to determine the number of abstracts contained in the system for the selection criteria that had been established. Selective abstracts were then reviewed through use of the system's video display device.

These steps identify the quantity of abstracts on file and the relevance of the materials they represented to CCEM I

needs. In those instances where descriptors selected provided relevant results, a detailed print out of all abstracts was requested.

The approach to reviewing AIM and ARM involved review of published abstracts which are organized on a basis complementary to the fifteen career education clusters which have been established.

SUMMARY RESULTS

Use of the retrieval systems paralleled the conduct of broad scope field survey activities. In large measure, no significant projects were identified through the system's search which had not been reached through alternative means. We believe that much of the difficulty encountered in relating the ERIC system to career education needs is accounted for by three major factors:

- Many of the innovative career education projects have been completed recently, or are in progress, and thus, have not been abstracted.
- The ERIC system's principal orientation is to research as opposed to instructional material.
- Career education, as a concept, evolved after most of the material in ERIC had been abstracted and specific needs could not be considered when descriptors were established.

Review of the AIM and ARM systems produced considerable information about skills training programs in the upper grades, but did not produce treatment unit information required to meet the objectives of this project.

TRANSMITTED MATERIALS

Supplemental materials transmitted to the Center include abstract print outs requested and a manual developed during the course of the project which relates ERIC descriptors to career education elements.

APPENDIX IC

OTHER CAREER EDUCATION MODEL PROGRAMS

APPENDIX IC
CAREER EDUCATION MODEL PROGRAMS

Organizations developing career education Model Programs II, III, and IV for the United States Office of Education were contacted to determine if any materials resulting from these projects could be of use to the Center's Model I program development efforts. We anticipated that useful materials possibly could be available from two sources: specific materials developed for use in the other models or; field survey activities that might identify sources of materials beyond those already identified through the Center project. However, no materials of utility to Model I efforts were found as a result of these contacts. Information from each such program is summarized below.

MODEL II- INDUSTRY BASED
FAR WEST REGIONAL LABORATORIES

The Model II target population consists of students between the ages of 13 and 18 served through an alternative school system. The program envisions an alternative school operated by a consortium of both commercial and public community groups. The educational process will be handled on location at industry and public sites. Work experience is to be varied by type of occupation. Instructional approaches will expand on work experience activities, with individualized programmed learning processes, under the direction of counselors. A pre-pilot project has been organized for operation in early 1972, with a full scale pilot program involving 50 students to be started in the fall. A limited amount of work has been completed on field survey activity to obtain materials; however, no defined field survey results are expected before June, 1972.

MODEL III - HOME BASED
RAND CORPORATION

The program is directed toward people spending most of their time at home: women, older people, and young dropouts. The program objective is to develop methods for encouraging career interest and to stimulate individuals to begin career preparedness programs. The project envisions the use of communications media (television) for stimulating such interest. Evaluations have been completed to determine how successful ecuational television programs have been developed; however, no documentation was available at the time of contact. The project does not expect to publish any materials that would be particularly useful to Model I, nor has any significant field survey work been done.

MODEL IV - COMMUNITY BASED
MOUNTAIN PLAINS REGIONAL EDUCATIONAL AND ECONOMIC DEVELOPMENT CENTER

A five year project, funded for $4 million, has been in progress since April, 1971. The basic approach of the program is to bring entire families into the model environment for a period of one year of intensive training. Pilot population targets have been chosen from rural disadvantaged groups in Wyoming, Idaho, Montana, North Dakota, South Dakota, and Nebraska. The project was in its initial phases at the time contact was made. The criteria for family selection had just been completed and plans formulated for a pilot program involving twelve families in April, 1972. Project forecasts indicate that 200 families will be enrolled in the program next fall. Some public domain materials will be produced and project officers indicated they would forward such materials if requested when they became available.

APPENDIX IIA

INITIAL PROCESSING PROCEDURE

APPENDIX IIA

PROCEDURE TITLE: Initial Processing

SUMMARY OF OBJECTIVES: Prepare materials and treatment units received for initial professional review and update administrative records and files maintained to control review and assessment operation.

PROCEDURE WAS COMPLETED BY: Clerical and support staff

FUNCTIONAL RESPONSIBILITY: Assessment center coordinator

DETAILED PROCESSES AND PROCEDURES:

Survey Data Sheets

1. Review and process field survey call reports daily before any other activities.

2. Sequence all reports by state.

3. Review call reports received to assure that a copy of each is on file. If the control book does not contain a copy, make a Xerox; file in the book.

4. Update followup file alphabetically by state. If a copy of the call report is already filed, discard the duplicate received in the day's mail.

5. As each new call report is processed, update the Consolidated Call Report Record. Code a one (telephone contact) in the program status column for each new contact. If the call report has indicated that materials were sent, mark a three in the program status column.

Project Materials

1. Process one package at a time.

2. All packages will be processed the day they are received and an acknowledgement letter sent air mail.

3. Open package; staple the postmark to the upper right hand corner of Material Receipt Log (MRL).

4. If the materials received consist only of correspondence, read the letter and determine if it needs a reply. If so, give the letter to the project coordinator. If not, file it with the appropriate call report in the followup file.

5. For the first package of the day, refer to the posted control sheet to get the correct log number. All log numbers thereafter are consecutive.

6. On the MRL, list date, log number and check source. Note: "other" should be seldom used. If you have a question as to what category your materials fall in, ask the project coordinator.

7. Name of contact and address - this information cannot always be obtained from the return address. Some materials are forwarded by a field member or an assistant of the individual to whom the replies should be addressed. You should be able to determine the appropriate information by noting a cover letter, transmittal memo or agency printed on the material itself. If you are not sure, contact the project coordinator.

8. Obtain the call report from the followup file. It is important that call reports for all material received are pulled. The call report may have slightly different information on it than the materials and/or return address and still be the proper reference.

9. Put the materials received in a manila envelope or a box, depending on its size, and post the log number on the container in black felt pen.

10. Keep containers in numerical order. Hold MRL in numerical order until all packages have been processed.

11. After the last package has been processed up to this point, immediately post the last log number used on the control sheet.

12. Type acknowledgement letters for all MRL's addressed to the Name of Contact, noting the postmark in the proper space. Make a carbon copy of all letters; in the upper right hand corner of the carbons, mark the log number.

13. After the acknowledgement letters have been typed, file the MRL with the appropriate package and put the packages aside for inclusion of the assessment form.

14. Sequence copies of acknowledgement letters by state. Update the Consolidated Call Record Report by coding 4 (material received) in the program status column. If the sender/contact name is not listed on the sheets, list him in the appropriate manner and put a 4 in the program status column.

15. File carbon copies of the acknowledgement letters by state.

16. Type envelopes for acknowledgement letters and mark them air mail.

17. Make a daily list of all names and addresses from the envelopes of the acknowledgement letter. Start a new list each Monday, update the list daily; every Friday send a copy of this list to all field staff members. Then file that week's list in the back of the acknowledgement letter file.

Assessment Form

1. Pull the call reports and MRL's daily, for first package received.

2. Fill in the Field Survey Identification information on the top half of page 1 of the assessment form, using the call report and the MRL as a reference.

3. Return and attach all these forms to the package of materials and shelve for the first level assessment team.

APPENDIX IIB

REVIEW OF MATERIALS PROCEDURE

APPENDIX IIB

PROCEDURE TITLE: Review of Material - Level I

SUMMARY OF OBJECTIVE: Initial professional review of materials received to determine whether material constitutes a treatment unit applicable to career education and is acceptable for use in K through 12 classroom environment.

PROCEDURE WAS COMPLETED BY: Professional staff

FUNCTIONAL RESPONSIBILITY: Assessment center director

DETAILED PROCESSES AND PROCEDURES:

1. Determine whether materials are a single item. They may be, for example:
   - more than one volume of a curriculum guide, or,
   - a set, one bound item containing a curriculum guide, program orientation and a bibliography, or
   - more than one separately bound volume of the same description.

2. Assign a document control number to (each set of) material to be assessed. Record the document control number at the top of page 1 of the assessment form and on the material itself. Note the number of pieces in the shipment for each document control number on the form.

3. Fill in the document acquisition data on the bottom half of page 1. Refer to standard list of state and word abbreviations; if new abbreviations are initiated, update the list.

4. Check appropriate Packaging classification (I.A.) and determine if the single item or set satisfies the requirements for Type of Treatment Unit listed on page 2 (I.B.). If the material does not fit the requirements, check #10 "Other" and note the appropriate review code:
   - A. Price List
   - B. Catalog
   - C. Professional literature or Bibliography
   - D. Does not fit matrix

E. Brochure
F. Proposal
G. Correspondence
H. Miscellaneous papers and/or information

and proceed to step #10.

Note: All materials received from one of the LEA's will be assessed through Level II and Level III. Indicate the LEA material was received from by coding the first character (extreme left) of the document control number as follows:

P= Pontiac
L= Los Angeles
A= Atlanta
J= Jefferson County, Colorado
H= Hackensack
M= Mesa

5. Circle appropriate Grade Level (I.C.).

6. Identify (no more than two) Appropriate Career Elements (I.D.), noting direct or supportive application.

7. Identify (no more than two) Occupational Clusters (I.E.), noting direct or partial focus.

8. Check the appropriate Content Area (I.F.).

9. Check only one Career Development Strand Emphasis (I.G.).

10. If the material is to be assessed, check the accept box on page 3. If not, check the reject box and note the code used in step 4 in the second box.

11. Sign and date the form on page 3. Give accepted treatment units to Level II assessment staff. Forward rejected materials to shipping desk.

12. When the item is reviewed and not assessed and is not the only item in the package, a pink reject slip is attached to the item to distinguish it from those items in the shipment which were to be processed through assessment. (All materials received in any one package are kept together.) All materials are then sent to Level II for assessment of appropriate treatment units. - - -

APPENDIX IIC

QUALITATIVE ASSESSMENT PROCEDURE

PROCEDURE TITLE: Assessment - Level II

SUMMARY OF OBJECTIVE: Complete the professional analysis necessary to establish qualitative characteristics of classroom treatment units.

PROCEDURE WAS COMPLETED BY: Professional staff

FUNCTIONAL RESPONSIBILITY: Assessment center director

DETAILED PROCESSES AND PROCEDURES:

1. Check applicable Components of the Treatment Unit (II.A.) noting strong or minimal emphasis or whether the component should be included but is not.

2. Determine the Development and Completion Status of the treatment unit (II.B.1) and check the appropriate box for strong or minimal.

3. Determine the Instructional Approaches (II.B.2) and their degree of effectiveness-strong, minimal or not at all.

4. Check appropriate lines for the Scheduling/ Organizational/Personnel Factors (II.B.3).

5. Determine if the unit is designed for a special student group (II.B.4). If so, check the appropriate space.

6. Determine what, if any, Special Demand Factors are Required for Replication/ Implementation (II.C.).

7. See pages 8 - 10 of the assessment form and circle applicable Element Themes (I.H.).

8. Date and sign the assessment form on page 6, and give package to Level III assessment team.

APPENDIX IID

OVERALL PROFESSIONAL ASSESSMENT PROCEDURE

PROCEDURE TITLE: Assessment - Level III

SUMMARY OF OBJECTIVE: Perform overall professional evaluation of classroom treatment units and make recommendations relevant to their utility to the CEM I program and how they should be used.

PROCEDURE WAS COMPLETED BY: Professional staff

FUNCTIONAL RESPONSIBILITY: Assessment center director

DETAILED PROCESSES AND PROCEDURES:

1. Assess and rate the material according to its Merit Factors (III.A.) - optimum, medium or minimum effectiveness of the nine factors.

2. Note if the treatment unit can be installed in an LEA without special facilities, trianing, etc. (III.B.).

3. Give a brief Recommendation/Global Assessment of Value (III.C.) within the scope of project requirements noting where applicable:

   . innovativeness of materials,
   . completeness in coverage,
   . special problems in use,
   . utility to LEA's.

   Highlight the following in the recommendations:

   . What is the focus of the unit? How could it most appropriately be used?

   . What is the nature of the built-in evaluation for the unit/set?

   . What are its areas of strength?

   . Are there particular biases or attitudes built i

   . What is needed to make this unit/set transporta

4. Date and sign the assessment form.

5. Forward the package to the shipping desk.

APPENDIX IIE

CLASSIFICATION AND INDEXING PROCEDURE

APPENDIX IIE

PROCEDURE TITLE: Classification and Indexing of Commercial Materials

SUMMARY OF OBJECTIVE: Identify characteristics of and where commercially produced materials would be applicable to the CEM I project.

PROCEDURE WAS COMPLETED BY: Professional staff

FUNCTIONAL RESPONSIBILITY: Assessment center director

DETAILED PROCESSES AND PROCEDURES:

1. If commercially produced materials have been received as part of a package of materials from an educational institution which are assessed, commercial materials should be routed through Level II and Level III assessment.

2. Determine whether materials are a single item.

3. Assign a document control number to (each set of) material to be assessed. Record the document control number at the top of page 1 of the assessment form and on the material itself. Note the number of pieces in the shipment for each document control number on the form.

4. Fill in the document acquisition data on the bottom half of page 1. Refer to standard list of state and word abbreviations; if new abbreviations are initiated, update list.

5. Check appropriate Packaging classification (I.A.) and determine if the single item or set satisfies the requirements for Type of Treatment Unit listed on page 2 (I.B.). If the material does not fit the requirements, check #10 "Other" and note the appropriate review code:

   A. Price list
   B. Catalog
   C. Professional literature or bibliography
   D. Does not fit matrix

E. Brochure
F. Proposal
G. Correspondence
H. Miscellaneous papers and/or information

and proceed to step 11.

6. Circle appropriate Grade Level (I.C.).

7. Identify (no more than two) Appropriate Career Elements (I.D.), noting direct or supportive application.

8. Identify (no more than two) Occupational Clusters (I.E.), noting direct or partial focus.

9. Check the appropriate Content Area (I.F.).

10. Check only one Career Development Strand Emphasis (I.G.).

11. Sign and date the form on page 3. Give accepted treatment units to Level II assessment staff. Forward reviewed materials to shipping desk.

APPENDIX IIF

FINAL PROCESSING PROCEDURE

PROCEDURE TITLE: Final Processing

SUMMARY OF OBJECTIVE: Process materials and treatment units for shipment to the Ohio Center for Vocational and Technical Education. Update administrative records and institute documentation for computer indexing system.

PROCEDURE WAS COMPLETED BY: Clerical and support staff

FUNCTIONAL RESPONSIBILITY: Assessment center coordinator

DETAILED PROCESSES AND PROCEDURES:

1. Sort packages into two categories, reviewed materials and assessed treatment units.

2. Process one category at a time.

3. Pull the assessment form from the package and make two Xerox copies:
   . original form is filed by document control number
   . one copy for key-punching
   . one copy is attached to the treatment unit

4. Pull the Material Receipt Log and the Survey Data Sheet. File each in the appropriate file by document control number. If one of these is missing, fill in a "missing item" form and file it in the place of the item.

5. Place the package in a shipping box.

6. Record on the invoice form the box number and all document control numbers included in the box. Boxes are numbered consecutively beginning with R-1 for reviewed materials and A-1 for assessed treatment units. One copy of the invoice is included in the shipping box when full, a second is filed and the third is sent to the Center for Vocational and Technical Education under separate cover. (See step 8.)

7. Deliver boxes to the shipper.

8. Note date shipped, carrier name and carrier shipping invoice number and send this information with the copies of the invoices for each shipment to the client.

9. Forward assessment form copies to the data service center according to schedule.

APPENDIX IIIA

DESCRIPTIVE AND GEOGRAPHIC ABBREVIATIONS

APPENDIX IIIA

Geographic Area	Abbreviation
Alabama	Al
Alaska	Ak
Arizona	Az
Arkansas	Ar
California	Ca
Colorado	Co
Connecticut	Ct
Delaware	De
Florida	Fl
Georgia	Ga
Guam	Gu
Hawaii	Hi
Idaho	Id
Indiana	In
Illinois	Il
Iowa	Ia
Kansas	Ks
Kentucky	Ky
Louisiana	La
Maine	Me
Maryland	Md
Massachusetts	Ma
Michigan	Mi
Minnesota	Mn
Missouri	Mo
Mississippi	Mp
Montana	Mt

Geographic Area	Abbreviation
Nebraska	Nb
Nevada	Nv
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Ohio	Oh
Oklahoma	Ok
Oregan	Or
Pennsylvania	Pa
Puerto Rico	PR
Rhode Island	RI
Samoa	Sm
South Carolina	SC
South Dakota	SD
Tennessee	Tn
Texas	Tx
Utah	Ut
Vermont	Vt
Virginia	Va
Washington	Wa
Washington D.C.	DC
West Virginia	WV
Wisconsin	Wi
Wyoming	Wy

Project Title	Abbreviation	Project Title	Abbreviation
Accountability	Actb	City	Ci
Activities	Acts	Claim	Cl
Activity	Act	Clara	Clr
Administrative	Ad	Cluster	Clstr
Adult	Adt	Coeducational	Coed
Agriculture	Ag	College	Col
Allied	Al	Commercial	Comr
American	Amer	Commission	Csn
And	&	Committee	Cmt
Annotated	Ant	Communication	Cmn
Annual	Anl	Community	Com
Approaches	Aps	Company	Cmp
Assisted	Ast	Complete	Cml
Association	Asc	Component	Cpt
Authorities	Ars	Comphrehensive	Cprh
Auto	Ao	Computer	Comp
Automative	Au	Computerized	Compd
Aviation	Av	Concepts	Conc
Awareness	Aw	Conference	Cfr
Behavioral	Bhv	Conservation	Cv
		Consolidated	Cnd
Bibliography	Bib	Construction	Cstr
Blind	Bl	Consultant	Cnst
Board	Bd	Consumer	Cnsmr
Book	Bk	Contemporary	Cont
Booklet	Bklt	Controlling	Cntg
Building	Bld	Cooperative	Coop
Business	Bus	Corporation	Corp
		Council	Cncl
Cabinet	Cb	Counsel	Cnsl
Calculator	Clt	Counseling	Cnslg
Career	Car	Counselor	Cnslr
Catalogue	Cat	County	Cty
Center	Cnt	Course	Cu
Central	Cntl		
Centered	Cent	Decisions	Dec
Change	Chg	Demonstrations	Dem
Checking	Ckg	Department	Dep
Chief	Cf	Department of Education	DOE
Children	Chi		

APPENDIX IIIA,3

Project Title	Abbreviations
Designed	Dsgd
Designing	Dsg
Developing	Dvg
Development	Dev
Developmental	Devl
Developments	Devs
Directory	Dy
Disadvantaged	Dsv
Distributive	Dist
District	Dis
East	E
Ecology	Ecol
Economic	Ec
Ecumenical	Em
Education	Ed
Educational	Edl
Electronic	Elc
Elementary	El
Employ	Emp
Employment	Empt
Enforcement	Enfr
Engineering	Eng
English	En
Enrollment	Enl
Enterprise	Enp
Environmental	Env
Evaluation	Evl
Exceptional	Ep
Exemplary	Exmp
Experience	Ex
Experiences	Exps
Experimental	Expl
Explanatory	Expn
Exploration	Exp
Exploratory	Expy
Facilitating	Fac
Farming	Fmg
Farrar	Frr
Federal	Fed
Final	Fnl
Finances	Fns
Fingertips	Fgs
Fort	Ft
Foundation	Fnd
Fundamentals	Fud
Future Homemakers of America	FHA
General	Ge
Generalizations	Gl
Government	Gov
Grade	Gr
Grades	Grs
Great Plains	GP
Guidance	Gde
Guide	Gd
Guided	Gdd
Guideline	Gdl
Hall	Ha
Handbook	Hdbk
Handicap	Hc
Health	Hl
High	Hi
Highway	Hiwy
Home	Hm
Ignoramus	Ig
Improvement	Im
Incorporated	Inc
Increasing	Ic
Indian	Id
Industrial	Indl
Industry	Indy
Information	If
Innovate	Inn
Inservice	Isrv
Institute	Inst

Project Title	Abbreviation
Instruction	Instr
Instructional	Instal
Interchange	Intc
Intergrated	Ing
Interior	Inter
Intermediate	Intm
International	Intn
Introduction	Intro
Inventory	Inv
Investigating	Invg
Jersey	J
Junior	Jr
Kindergarten	K
Labor	Lbr
Language	Lg
Lawyer	L
Leadership	Ldsp
Learning	Lrng
Level	Lvl
Liability	Ly
Library	Lib
List	Lt
Literature	Lit
Machine	Mh
Making	My
Management	Mgn
Manufacturing	Mfng
Marine	Mar
Materials	Mats
Mathematics	Math
Maturity	Mty
Measurement	Mes
Mechanical	Mnl
Mechanics	Mnc
Merchandising	Mrg
Middle	Mid
Model	Mod
Muskegon	Mkn
National	Ntl
Natural	Natl
Neighborhood	Nbd
Northern Ca Ind-Ed Cncl	NCI-EC
Notebook	Nb
Notice	Nt
Objective	Obj
Occupation	Occ
Occupational	Occl
Occupations	Occs
Open	Op
Operations	Opr
Opportunities	Opps
Opportunity	Opp
Organization	Org
Orientation	Ori
Oriented	Orid
Package	Pkg
Packages	Pkgs
Personal	Psn
Personnel	Psnl
Persons	Pns
Pharmaceutical	Phrm
Pharmacy	Phc
Placement	Plmt
Plan	Pln
Planning	Plng
Policy	Pol
Power	P
Practices	Pra
Preparation	Prep
Prerequisites	Prqs
Prevocational	Pvl
Primary	Pri
Process	Pr
Production	Prod
Profession	Prof
Professional	Profl
Professions	Profs

Project Title	Abbreviations
Program	Prg
Project	Proj
Proposal	Prop
Public	Pbl
Publishers	Pbs
Quarterly	Qy
Recommendations	Rec
Recorded	Rcdd
Region	Rg
Register	Rs
Rehabilitation	Rehab
Relationship	Rlshp
Report	Rp
Research	Res
Resource	Resr
Results	Rst
Rural	Rl
Safety	Sf
Sample	Sp
Santa	Snt
Savings	Svg
School	Sch
School District	SD
Schools	Schs
Science	Sc
Secondary	Sec
Senior	Sr
September	Sep
Service	Srv
Social Stds	SS
Speakers	Spkr
Special	Sc
State	St
Strategies	Str
Straus	Sts
Student	Su
Students	Stu
Studies	Stds
Study	
Summary	Smry
Summer	Sum
Supplies	Sps
Survey	Sry
System	Sy
Systems	Sys
Talent	Tl
Teacher	Tch
Teachers	Tchs
Teaching	Thg
Technical	Tec
Technology	Tech
Television	Tv
Territory	Try
Textbooks	Tbks
Through	Thru
Tomorrow	Tw
Trade	Trd
Trades	Trds
Train	Tr
Training	Trg
Transparencies	Trps
Transportation	Tpr
Truck	Tu
Understanding	Usdg
Unified	Un
Union	Unn
Unit	Uni
United	Utd
United States	US
US Office of Ed	USOE
University	
Vocation	Voc
Vocational	Vocl
Vocations	Vocs
Volunteer	Vr
West	Wt
Western	Wtn

APPENDIX IIIA,6

Project Title	Abbreviations	Project Title	Abbreviations
Widening	Wd		
Work	W		
Work Experience	Wex		
Workers	Wrs		
Workscript	Ws		
Workshop	Wksp		
World	Wld		
Years	Ys		
Youth	Yu		

APPENDIX IIIB

SPECIAL CODES

APPENDIX IIIB

SPECIAL CODES

Coding systems developed to support project efforts that are in the computer generated index report are summarized and defined in this appendix. Four coding systems are reviewed: document control numbers, LEA Codes, Review Codes and Dictionary of Occupational Titles (DOT) Codes.

DOCUMENT CONTROL NUMBER

Document control number is a four digit numeric code which was assigned sequentially to all materials reviewed and assessed obtained through field survey efforts. The document control number was modified for LEA materials.

LEA CODES

The higher order position (leftmost) of the control number was modified to indicate materials received from the LEA's. The following alphabetic characters were assigned to designate the district:

A = Atlanta	L = Los Angeles
H = Hackensack	M = Mesa
J = Jefferson County	P = Pontiac
	X = Commercial

REVIEW CODES

Materials which were reviewed and not assessed were coded to indicate the nature of their content, as follows:

- Code 1 - Price List: Received from commercial suppliers itemizing in varying levels of detail materials available through their respective companies.

- Code 2 - Catalogs and other descriptive literature received from commercial suppliers.

- Code 3 - Professional Bibliographies developed by a variety of sources including State Departments of Education which include extensive listings of commercially produced and publically available materials applicable to career education. Some of the bibliographies were the end result of funded projects initiated to support career education within state or regional settings.

- Code 4 - Did Not Fit Matrix classified materials received which could not be employed in a K-12 classroom environment.

- Code 5 - Brochures of Projects in Progress which had not at the time of the survey produced treatment units in an assessable or transportable form, but were descriptive of a number of programs which had received substantial special funding.

- Code 6 - Proposals soliciting funds for career education projects, some of which have been funded, but as in the case of brochures, the projects have not advanced to the status of generating transportable treatment units.

- Code 7 - Correspondence received from a variety of the sources contacted which were descriptive of the status of career education within the organization or institution addressed.

- Code 8 - Miscellaneous papers forwarded to the assessment center which could not be classified into one of the previous categories.

DOT CODES

A three digit alphabetic code was assigned to select treatment units processed through the system. Only units which contain specific reference by their source or author that the material has been DOT related were coded. Specific data coded in each of the three positions follows:

- First position relates to the decision as to the relevance of the material to the DOT. If the author indicated that a relationship existed between material content and the DOT classification it was coded A. If material was related to DOT and DOT codes have been applied to subject content it was coded B.

- Second position reflects a yes/no answer to whether the material has a sub-classified occupational group, coded A where classifications existed and left blank if not.

- Third position relates to areas of work under worker trade arrangement. The mutually exclusive alternatives are listed below along with the codes used.

  A. if area of work is defined
  B. if worker/trade group is defined
  C. if data, people or things are referenced
  D. if aptitude is included
  E. if worker/trade groups plus c. is present
  F. if worker/trade groups plus d. is present
  G. if worker/trade groups plus c. and d. are present.
  H. if any other combination under worker/trade arrangement is present.

APPENDIX IIIC

COMPUTER SYSTEM SUMMARY

Appendix III C
COMPUTER SYSTEMS SUMMARY

Characteristics of the computer system that was developed to support information retrieval and administrative control requirements of the materials that were reviewed and treatment units that were assessed are summarized in this appendix.

The basic objective which guided development of the system was to provide a capability for selecting records that were pertinent to treatment units and based on control groupings which could be established to meet retrieval objectives. The method for placing inquiries to the system is detailed in Chapter III of the report.

SYSTEMS SUMMARY

The intended use of the system was limited to the immediate requirements of the project. For this reason and because of time and economic constraints, programs that were developed do not have several characteristics associated with routine on-going computer systems, specifically:

- No provision is made for file maintenance or modification of specific data fields to accomodate the correction of errors or to incorporate new information in established records.

- Computer supported editing of data fields such as table look-up, range checking and other forms of validation, are not included in this system.

Computer processing of key-punched and verified transaction records is preceded by the following care handling activities:

- New transaction records are sorted into card-code written document number sequence.

- Sorted new transactions are merged with existing records, which have been maintained in the same sequence.

- The final file is sequence checked on document number and incorporates new transactions when duplicates were encountered.

The computer system consists of six programs, including one utility sort. Program titles and the programming languages used in their development are listed below.

Program No.	Title	Language
1.	Conversion	RPG
2.	Theme Selection	RPG
3.	Sort Key	RPG
4.	Report Selection Sort Key	RPG
5.	Sort	Utility
6.	Report Print	RPG

Programs were developed for operation on an IBM 360/30 computer and require the following minimum configuration:

Central Processor Selector Channel Multiplexer Channel	32K memory
Four Magnetic Tape Drives	(2415)
Two Magnetic Disc Drives	(2311)
Printer	(1403)
Card Reader	(2540)

The system functions in a continuous job stream under DOS (release 25 Level D). The sort program uses IBM Sort 483, unmodified.

RECORD AND FILE STRUCTURE

Attachments I and II following detail the content of punched card and magnetic tape files used to support processing. Characteristics of each file follow.

- Card File contains four record types which are completed as follows for each transaction record.

Record Type	Transaction
1	All transactions
2	Assessed materials
3	Assessed materials
4	Assessed material themes

- Work tape is a fixed length, 195 position record which contains all data recorded in the four card types for each transaction. The file is processed in document control number sequence and contains a single record for each transaction.

- Report tape contains basic data from the work tape for transactions relevant to reports requested. A report tape transaction record is established for each report. Therefore, if a record from the work tape has been selected for four reports, it will be recorded on the report tape four times. Further, for one selection, such as themes, multiple records may be created for the same report. If a transaction from the work file has eight theme codes and four are included in selection values requested, it will appear on the report tape four times to support preparation of the report using themes. Modifications made to transaction records from the work tape to establish the report file follow.

  - Report code is recorded in position 158

  - Theme code, when requested, is inserted in positions 120-121

  - Sort key for report request is developed in positions 158 through 263.

COMPUTER PROCESSING

Attachment three, following, illustrates schematically the interrelationship of the computer processing completed. The principal functions of each program follow.

Conversion-Program I The punched card file containing data abstracted from the assessment form is converted to magnetic tape and the following processing function completed.

- Cards are sequenced, checked by document number and the determination made that a code 1 transaction is present for all higher record types for each document number processed.

- Duplicate document numbers and record codes 2, 3 and 4 without a matching record code 1 are dropped from further processing.

- A control report is developed with a count of records to be processed and detail of transactions excluded from further handling.

Theme Selection Program 2 and Sort Key-Program 3 Programs are included in processing only when reports requested include reference to theme. The processing includes generation of multiple records for appropriate themes in program 2 and review of selection values involving other control fields for these records. The sort key from control fields specified are constructed in program 3. Control reports detailing selection values and the number of records selected and sequence specified are developed programs 2 and 3 respectively.

Report Select, Sort Key-Program 4 Records for reports requested, involving controls other than themes, are generated and the sort key specified is generated. A control report is developed which details selection values, number of records selected and sequence specifications.

Sort-Program 5 Transaction records are sorted into sequences specified by sort key within the major control of report.

Report Pring-Program 6 Index reports are printed. All information initially entering the system for each transaction is included on the report. A control total of the number of records processed is developed during processing and printed at the conclusion of each report.

APPENDIX IIIC

ATTACHMENT I

Card File Content

Card 1 - Reviewed, Assessed, Classified

Field No.	Description	Card Columns
1.	Card Code	1
2.	Document Number	2-5
3.	State	6-7
4.	Title	8-27
5.	Organization Name	28-47
6.	Source	48
7.	Availability	49-55
8.	Funded Project	56
9.	Packaging	57
10.	Type Unit	58-67
11.	Grade Level	68-80

Card 2 - Reviewed, Assessed, Classified

Field No.	Description	Card Columns
1.	Card Code	1
2.	Document Number	2-5
3.	Career Element	6-13
4.	Cluster	14-28
5.	Content Area	29-40
6.	Career Strand	41
7.	Review Code	42
8.	DOT Code	43-45
9.	Review Reason	46-47
10.	Themes	48-49
11.	Empty	50-51

Card 3 - Assessed

Field No.	Description	Card Columns
1.	Card Code	1
2.	Document Number	2-5
3.	Components	6-16
4.	Development Status	17
5.	Performance Goals	18
6.	Clock Hours	19
7.	Empty	20
8.	Special Student Group	21

Card 3 - Assessed (con't)

Field No.	Description	Card Columns
9.	Special Demand Factors	22-28
10.	Merit Factors	29-37
11.	LEA Installation	38

Card 4 - Themes

Field No.	Description	Card Columns
1.	Card Code	1
2.	Document Number	2-5
3.	Theme 11	6-7
4.	Theme 12	8-9
5.	Theme 13	10-11
6.	Theme 14	12-13
7.	Theme 21	14-15
8.	Theme 22	16-17
9.	Theme 23	18-19
10.	Theme 24	20-21
11.	Theme 25	22-23
12.	Theme 26	24-25
13.	Theme 31	26-27
14.	Theme 32	28-29
15.	Theme 41	30-31
16.	Theme 42	32-33
17.	Theme 43	34-35
18.	Theme 44	36-37
19.	Theme 51	38-39
20.	Theme 52	40-41
21.	Theme 53	42-43
22.	Theme 54	44-45
23.	Theme 55	46-47
24.	Theme 61	48-49
25.	Theme 62	50-51
26.	Theme 63	52-53
27.	Theme 64	54-55
28.	Theme 71	56-57
29.	Theme 72	58-59
30.	Theme 73	60-61
31.	Theme 74	62-63
32.	Theme 75	64-65
33.	Theme 81	66-67
34.	Theme 82	68-69
35.	Theme 83	70-71

APPENDIX IIIC,3

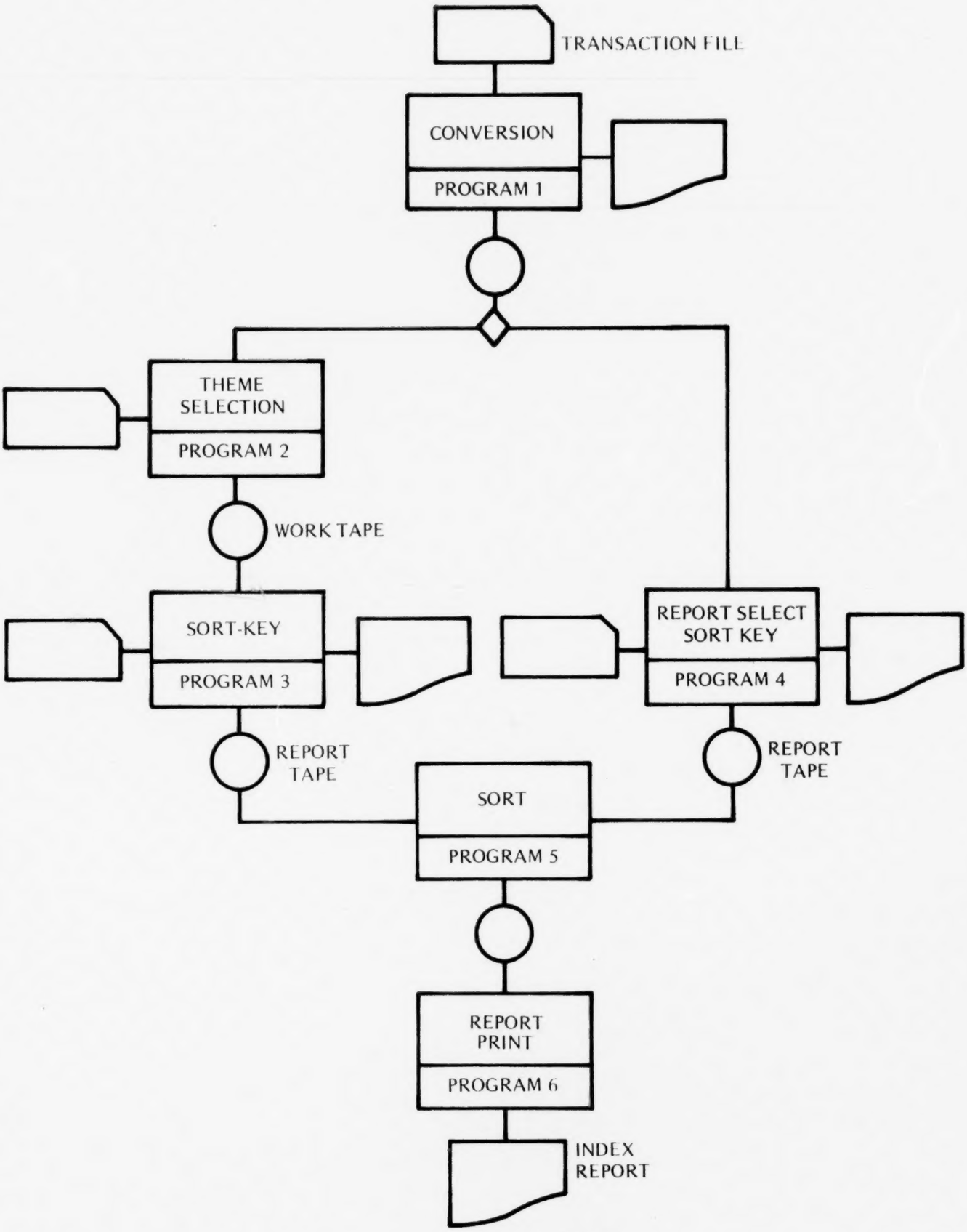
ATTACHMENT II

Magnetic Tape Layout

WORK TAPE FORMAT			REPORT FORMAT		
Field No.	Description	Position	Field No.	Description	Position
1.	Document number	1-4			
2.	State	5-6			
3.	Title	7-26			
4.	Organization name	27-46			
5.	Source	47			
6.	Availability	48-54			
7.	Funded project	55			
8.	Packaging	56			
9.	Type of unit	57-66			
10.	Grade level	67-79			
11.	Career element	80-87	Field numbers 1 - 27 are the same for the Report Format as for the Work Tape Format.		
12.	Cluster	88-102			
13.	Content area	103-114			
14.	Career strand	115			
15.	Review code	116			
16.	DOT code	117-119			
17.	Reason code	120-121			
18.	Theme	122-123			
19.	Empty	124-125			
20.	Components	126-136			
21.	Development status	137			
22.	Performance goal	138			
23.	Clock hours	139			
24.	LEA installation	140			
25.	Special student group	141			
26.	Special demand factors	142-148			
27.	Merit factors	149-157			
28.	Theme 11	158-159	28.	Report code	158
29.	Theme 12	160-161	29.	Key 7	159-173
30.	Theme 13	162-163	30.	Key 6	174-188
31.	Theme 14	164-165	31.	Key 5	189-203
32.	Theme 21	166-167	32.	Key 4	204-218
33.	Theme 22	168-169	33.	Key 3	219-233
34.	Theme 23	170-171	34.	Key 2	234-248
35.	Theme 24	172-173	35.	Key 1	249-263
36.	Theme 25	174-175			
37.	Theme 26	176-177			
38.	Theme 31	178-179			
39.	Theme 32	180-181			
40.	Theme 41	182-183			
41.	Theme 42	184-185			
42.	Theme 43	186-187			
43.	Theme 44	188-189			
44.	Theme 51	190-191			
45.	Theme 52	192-193			
46.	Theme 53	194-195			

WORK TAPE FORMAT (con't)

Field No.	Description	Position
47.	Theme 54	196-197
48.	Theme 55	198-199
49.	Theme 61	200-201
50.	Theme 62	202-203
51.	Theme 63	204-205
52.	Theme 64	206-207
53.	Theme 71	208-209
54.	Theme 72	210-211
55.	Theme 73	212-213
56.	Theme 74	214-215
57.	Theme 75	216-217
58.	Theme 81	218-219
59.	Theme 82	220-221
60.	Theme 83	222-223


TRANSACTION FILE
CONVERSION
PROGRAM 1
THEME SELECTION
PROGRAM 2
WORK TAPE
SORT-KEY
PROGRAM 3
REPORT SELECT SORT KEY
PROGRAM 4
REPORT TAPE
REPORT TAPE
SORT
PROGRAM 5
REPORT PRINT
PROGRAM 6
INDEX REPORT

APPENDIX VA

COMMITTED MATERIALS NOT RECEIVED

COMMITTED MATERIALS NOT RECEIVED

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Alaska			
Anchorage	Anchorage Community College	Dean Eugene Short	1-3
Cordova	Cordova School District	Alton Hall Superintendent	1-3
Fairbanks	Fairbanks School District Career Extension Center	Jerry Morang Work Exp. Coord.	1-3
Juneau	Juneau Public S.D. Douglas Community College	James J. Hill Director, Proj. CAREERS	1-3
California			
Oxnard	Channel Island High School	Steve Stocks CE Consultant	1-3
Garden Grove	Garden Grove Unified S.D.	Mr. Zimmerman Administrator	1-3
San Diego	San Diego County Board of Ed.	Dr. Edward Whitfield Director, Career Info.	1-3
Connecticut			
Bridgeport	Bridgeport Board of Education	Joseph Bonitatebus	1-3

COMMITTED MATERIALS NOT RECEIVED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Florida			
Tampa	George Washington H.S.	Dr. Karl Miller Director, Exemp. Prog. Mr. F. Vezzi Assistant Director	1-3
Illinois			
Chicago	American Dental Association	Bill Garrison	1-3
Joliet	Joliet School District #86	Dwight Davis	1-3
Indiana			
Elkhart	Elkhart Area Career Center	Joseph M. Miller	1-3
Gary	School District of Gary	Dr. Haron Battle	1-3
South Bend	South Bend Career Resource Center	Carol Berry Staff	1-3
Iowa			
Dubuque	Archdiocese of Dubuque	The Rev. Russell Bleich	1-3
Louisana			
Baton Rouge	Louisiana State Board of Ed.	Raymond Kerr	1-3

COMMITTED MATERIALS NOT RECEIVED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Maryland			
Silver Springs	American Association of Colleges of Pharmacy	Charles W. Bliven Director	1-3
Clarksville	Howard County Schools	Harold Sullivan	1-3
Rockville	Montgomery County Schools	Mrs. Lois Parker	1-3
Massachusetts			
Boston	Don Basco Technical H.S.	The Rev. Eugene Palumbo	1-3
Cambridge	Harvard University; Center for Studies in Ed. & Development	Charles N. Myers Professor	1-3
Michigan			
Mt. Pleasant	Isabella County Vocational Center	Marvin Oberlander Voc. Ed. Director	1-3
Pontiac	Waterford-Mott H.S.	John Shupe	1-3
Minnesota			
Minneapolis	University of Minnesota	Dr. Jerome Moss Prof. Wes Tennyson	1-3 1-3
Roseville	Votex Center	Dr. William Knaak Superintendent	1-3

COMMITTED MATERIALS NOT RECEIVED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Nebraska			
Lincoln	University of Nebraska	Dr. James Horner Paul Schupback	1-3 1-3
New Hampshire			
Suncooke	Penbrook Academy	William Marsden	1-3
Concord	State Board of Vocational Ed.	Gloria Cooper	1-3
Lebanon	Tri-State Curriculum Development Project	Dan Whitaker Director	1-3
Peterborough	Union School District #47	John W. Mandell	1-3
New Jersey			
Asbury Park	Asbury Park Schools	Thomas Jannarone	1-3
Rahway	Rahway Public Schools	Edward Hirchman	1-3
New York			
Albany	Albany-Schenectady-Schoharie BOCES	Anthony Tamburo Project Coordinator	1-3
New York City	American Institute of Chemical Engineers	Mrs. Fourdinier Career Guidance Dir.	1-3

COMMITTED MATERIALS NOT RECEIVED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
New York			
Buffalo	Bishop McMahon High School	Norine Crawford	1-3
New York City	Corp. of Public Broadcasting	Bob Carlisle	1-3
Hyde Park	Franklin D. Roosevelt H.S.	Stewart Alpers	1-3
New York City	Institute of Life Insurance	Dr. Helen Phal	1-3
New York City	Man Power Education Institute	James MacFadden	1-3
New York City	National Commission for Resources for Youth	Mrs. Mary Kohler Director	1-3
West Nyack	Rockland County Occ. Center	George Jarrow	1-3
Bronx	St. Augustine's School	Br. Edward Phelan	1-3
Brooklyn	WNYE -TV	James MacAndrew	1-3
Yorktown Heights	Westchester BOCES #1	William Fleischauer	1-3
North Carolina			
Raleigh	North Carolina State Univ.	Dr. William J. Brown	1-3
Ohio			
Columbus	State Department of Education	C. O. Tower	1-3

COMMITTED MATERIALS NOT RECEIVED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Oklahoma			
Bartelsville	College High School	Debbie Peoples	1-3
Oregon			
Coos Bay	Marshfield Junior High School Coos Bay School District	Mr. Pruitt	1-3
Springfield	Springfield Unified S.D. #19	Dr. Cas Heilman	1-3
Pennsylvania			
Harrisburg	State Department of Education	Dr. Ferman Moody	1-3
Tennessee			
Knoxville	State Department of Education	Dr. Garry Bice	1-3
Texas			
Austin	Department of Education	Dr. Ray Barber	1-3
Vermont			
Richford	Franklin N.E. Supervisory Union	Forest Farnum Supt. of Schools	1-3
Rochester	Rochester N.W. Supervisory Union	Wallace A. Martin Superintendent	1-3

COMMITTED MATERIALS NOT RECEIVED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Virginia			
Blacksburg	State Board of Education	Dr. Wiley B. Lewis	1-3
Washington			
Spokane	Spokane Community College	Francis McMulkin	1-3
Spokane	Spokane School District #81	Dr. Homer Mattson	1-3
Olympia	State Board of Education	Dean Wagaman	1-3
Yakama	Yakama School District	Floyd Winnegar	1-3
West Virginia			
Huntington	State Department of Education	Glenn E. Smith	1-3
Wisconsin			
Madison	American Society for Training and Development	James Pearson	1-3
Washington DC			
	American Home Economic Assoc.	Doris Hanson	1-3
	American Pharmaceutical Assoc.	Dr. William McGann	1-3
	Department of Housing & Urban Development	Gerald Huard	1-3

COMMITTED MATERIALS NOT RECEIVED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Washington DC			
	Future Farmers of America	Paul Grey	1-3
	Howard University; Institute of Youth Studies	Dr. Roy Jones Director	1-3
	National Catholic Education Association	Sister Les Vincent	1-3
	National Conference of Christians and Jews	Donald Sullivan Exec. Director	1-3
	National Institute of Health	Jane Stafford	1-3
	National Parks & Conservation Association	Robert Eisenbud	1-3
	National Public Affairs Broadcasting	Jeanne Nevin	1-3
	National Science Foundation	Dr. Charles Whitmer	1-3
	U.S. Office of Education	Dr. Rue Harris	1-3
	YWCA - Hannah Harrison School	Mrs. Krause	1-3
	Youth Development & Juvenile Delinquency Prevention	Robert Gemangrani	1-3

APPENDIX VB

FEDERALLY FUNDED PROJECTS IN PROGRESS

APPENDIX VB

STATE	ORGANIZATION	CONTACT	PROJECT TITLE	FUNDS	PROJECT DURATION
Alabama*	Huntsville Schools	Ben Garmon	Comprehensive Occ. Education Project	$111,070	1970-73
Alaska*	Fairbanks North Star Borough School District	Irene Cleworth Jerry Morang	Orientation Work Study Placement Program	101,000	1971-74
Arizona	Tucson Public Schools #1	Louis J. Bazetta	Vocational Education Program	104,961	1971-74
California*	ABC Unified S.D. (Downey)	Stan Ross	W.O.W. Concept Mgt. for Learning		1967-70
California*	State Supt. of Education, Career Ed. Task Force Office (Sacramento)		Direct Assistance to Dist. Dev. Career Ed. Programs		new
Connecticut	Bridgeport Board of Education	Joseph Bonitatebus	Career Education	107,824	1970-73
Idaho	Canyon S.D. (Caldwell)	Floyd Merrill	Coop. Ed. Program	102,290	1971-74
Illinois	Chicago Board of Education	Louise Dumetz	Bridging the Gap	130,027	1971-74
Indiana*	Washington Township, Marion County	Mr. Butcher	Feasibility Study, Curriculum Dev.	325,000	1971-74
Indiana*	North Gibson (Princeton)	Mr. Southerland	Middle Grade Explor.	36,000	1970-73
Indiana	Lakeland		Curriculum for Jr. High		1972-
Indiana	Muncie		Curriculum Material Development	1972-	
Indiana	Prosser Vocational School		In-Service Training	1972-	

STATE	ORGANIZATION	CONTACT	PROJECT TITLE	FUNDS	PROJECT DURATION
Indiana	Brownstone		CE Rural Model		1972-
Indiana	Evansville Rutz Center		Introducing Career Concepts into Curr.		1972
Iowa	Iowa State University	Dr. Alan Kahler	CE Model Development K-14		1970-73
Missouri	Kansas City Schools	Don Sheets	Outreach for Urban Inner City Youth	$109,176	1971-74
Nebraska*	Omaha Schools	Edwin Parrish	Occupational Guidance K-12	104,262	1971-74
New Mexico	Bernalillo Exemplary Project	James Baca	Tri-Culture Voc. Work Experience Educational Prog.	103,340	1971-74
New York*	BOCES, Buffalo Monroe County	Frank Day	Placement, Occupational Measure.	31,000	1971-
Ohio**	Akron, Cincinnati, Meigs, Parma and Warren. (Total funded=8)		Career Education, World of Work	$242,614	
Ohio**	Akron, Cincinnati (Total funded=5)		Career Exploration	145,560	
Puerto Rico	Carolina School District	Carmen Cancel	Seq. Career Orientation & Preparation	159,403	1970-73
Texas*	San Antonio Independent S.D.	Louis Antu	V.O.I.C.E.	133,111	1970-73

STATE	ORGANIZATION	CONTACT	PROJECT TITLE	FUNDS	PROJECT DURATION
Utah*	Granite School District (Salt Lake City)	John Reed Call	Career Education 1-12	$103,340	1970-73

*An initial contact was made and more complete information can be obtained by reviewing the call report.

**The schools listed are the only ones out of the total funded from which we received no material.

Note: Funds listed are for the first twelve months of the projects mentioned.

APPENDIX VC

REFERRALS NOT CONTACTED

REFERRALS NOT CONTACTED

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
California			
Whittier	Whittier-Union High School		
Colorado			
La Junta	Otero School District		
Holyoke	Holyoke Public Schools		
Las Aminas	Las Aminas No Re-1		
Connecticut			
Hartford	State Office Building	Angelo Tedesco Consultant for Curriculum	
West Hartford	State Board of Education (concerning 4 elementary schools; contact person, Miss Ruth Prosser)	Richard C. Wilson	
Delaware			
Greenville	Alexis I du Pont School district		
Florida			
	Dade County	Dr. George Mehallis	
Clearwater	Clearwater Junior High, Pinellas Cty.		

REFERRALS NOT CONTACTED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Idaho			
Moscow	Moscow School District #281		
Illinois			
Matoon	Matoon Public Schools		
Louisiana			
Shreveport	Caddo Parish School Board		
Maine			
Augusta	Department of Education, Bureau of Vocational & Adult Education		
Massachusetts			
Cambridge	Education Development Center, Inc.	Peter B. Daw	
Chicopee	Chicopee Public Schools	Dr. George E. Membrino Superintendent Dr. William E. Mielke Coord. of Sec. Schools	

REFERRALS NOT CONTACTED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Massachusetts			
Farmington	Farmington Schools		
Michigan			
Portage	Portage Public Schools		
Bridgeport	Bridgeport-Spaulding Community Schs.		
Minnesota			
St. Paul	St. Paul Public Schools, Independent School District #625; Career Exploration and Development Center		
St. Paul	Minnesota Elementary Principals Assoc.		
Little Falls	Little Falls Public Schools Morrison County Educational Coop.		
Mississippi			
New Albany	New Albany Separate S.D.		

REFERRALS NOT CONTACTED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
New Hampshire			
Concord	Research Coordinating Unit	Jack D. Lynch	
New Jersey			
Morristown	Morristown City Schools (Adult Ed.)		
Woodbridge	Regional school/industry connection	Dernard Novich	
New Brunswick	New Brunswick School District		
New York			
Syracuse	Eastern Regional Institute for Ed.		
Buffalo	Buffalo Research Placement Project	Tom Smolinski	
North Carolina			
Camden	Kershaw County		
Kinston	Lenoir County Schools		
Ruby	Chesterfield County		

REFERRALS NOT CONTACTED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Ohio			
Springfield	Springfield City Schools		
Warren	Warren City Schools		
Marne	Licking County High School	Frank Francis	
Cincinnatti	Cincinnatti Public Schools		
Perrysburg	Penta County		
	Stark County Public Schools	John Smith	
Oklahoma			
Bartlesville	Bartlesville Public Schools		
Drunright	Central Oklahoma Voc-Tech School		
Oregon			
Beaverton	Beaverton Schools	Kent Box Coord. of Career Ed.	
Pennsylvania			
Philadelphia	Room to Grow Project (Elem. 5 & 6)		

REFERRALS NOT CONTACTED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
<u>Pennsylvania</u>			
University Park	Pennsylvania State University Career Ed. in Natural Resources		
Philadelphia	Philadelphia Public Schools "Power to Grow"	S. Theodore Woal Mason Morton	
<u>Texas</u>			
Austin	University of Texas, Extension Div. Distributive Education Department	Mrs. Pauline W. Burbrink Director of Research	
Lubbock	Texas Technological College Home Economics Instr. Mat's. Center	Miss Barbara Clawson	
Austin	University of Texas Industrial & Business Training Bureau	L. A. Grimes Director	
College Station	Texas A & M University Ag. Education Teaching Mat's. Center	Mr. Foy Page Coordinator	
Spearman	Spearman Public Schools		

REFERRALS NOT CONTACTED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Utah			
Logan	Utah State		
American Fork	Alpine School District		
Virginia			
Norfolk	Norfolk City Schools		
Washington			
Iiwaca	Marine Science Program (11, 12 grades)		
Renton	Renton School District #403		
Ellensburg	Eastern Washington State College	Gerry De Mico	
Pullallup	Pullallup Public Schools		
Mercer Island	Mercer Island Public Schools		
Wisconsin			
Milwaukee	Sextent Systems, Inc	A. L. Block	
Wyoming			
Cody	Cody Senior High School District 6		

REFERRALS NOT CONTACTED (con't)

LOCATION	ORGANIZATION	CONTACT PERSON	SURVEY STATUS
Wyoming			
Rawlins	Carbon County		

APPENDIX VD

TRADE AND PROFESSIONAL ASSOCIATIONS

Association	Unit Sent
American Association of Newspaper Representatives	No material
American Association of Port Authorities	Coloring book developed for elementary level students depicting jobs associated with the operation of ports.
American Institute of Chemical Engineers	Descriptive brochures plus a twenty minute film "The Chemical Engineer" descriptive of the profession; film cost $125.
American Society of Traffic & Transportation	Publication entitled "Intermodal Transportation Careers" describing career opportunities in the field.
American Society for Training and Development	Brochures
American Institute of Physics	Brochures and pamphlets.
American Institute of Interior Designers	Brochures and pamphlets.
American Association of Colleges of Pharmacy	Brochures and pamphlets plus slide/sound program "All Kinds of People" describing what pharmacists do and the people they service, program cost $75.
Marine Science Project of Carteret County, North Carolina	Descriptive materials relevant to field trip programs.
Sea Grant - University of Southern California	Package of material entitled "Careers of the Sea" being forwarded. A complete lecture series of slides and overhead materials has been developed directed toward educators for in-service training which deals with the less romantic careers associated with the marine sciences i.e., outboard motor mechanics. Reproduction of package would cost approximately $500.

Association	Unit Sent
American Littoral Society	Miscellaneous materials related to marine sciences being forwarded.
American Pharmaceutical Association	Brochures
Ecological Society of America	Brochures
Conference of Local Environmental Health Administrators	No materials
American Society for Public Administration	No materials at present - project is in progress. Offer potential for future survey interest.
American Personnel and Guidance Association	No materials
Consumers' Union of the United States	Nine teaching manuals under development, scheduled availability May, 1972, dealing with consumer teaching techniques and strategies. Program is addressed to preschool through adult comprehension levels. Organization currently has a large assortment of films, slides and other materials relevant to consumer education which could be made available; however, materials screening would require an on-site visit as there is no transportable index or catalog.
International City Management Association	Descriptive materials including information on a film addressed to the 9-10 grade level about career opportunities is being sent.
Institute of Life Insurance	Publication entitled "It's Up to You" involving planning of careers by children.
Life Insurance Association of America	No materials

Association	Unit Sent
American Medical Association	An assortment of representative materials is being selected and forwarded including film entitled "Horizons Unlimited" descriptive of career opportunities in the medical field.
American Association of Workers for the Blind	Brochures
American Federation of Information Processing Societies	Booklet entitled "Careers, Computers and You". Also a study of public attitudes towards computers, developed in cooperation with Time Magazine. A guidance kit.
American Chemical Association	Career Booklets
American Dental Association	Brochure "Dentistry, a Changing Profession", career pamphlets on dentistry and auxiliary professions.
American Association of School Administrators	No materials
American Animal Hospital Association	Highly technical data that can't be sent but is available at a future stage of curricula development.

ASSOCIATIONS NOT CONTACTED

Conference of Local Environmental Health Administrators

American Trucking Assoc., Inc.

Farmers Education and Cooperative of America

American Management Association

American Marketing Association

American Meteorlogical Society

American National Cattlemen's Association

American Newspaper Publishers Association

American Nurses Association

American Society of Environmental Sciences

American Public Health Assoc.

American Society of Heating, Refrigerating and Air Conditioning Engineers

American Stock Exchange

American Vocational Association

Association of Directors of YMCA's

Transportation Research Foundation

National Association of Manufacturers

National Recreation & Park Association

Federation of Employment and Guidance Services

Music Educators National Conference

National Academy of Recording Arts and Sciences

National Academy of Television Arts and Sciences

National Academy of Sciences

National Art Education Association

National Association for Continuing Adult Education

National Association of Franchise Businessmen

National Association of Insurance Agents

American Federation of Police

American Fisheries Society

American Forestry Association

American Hospital Association

American Industrial Arts Association

American Institute of Biographical Sciences

American Institute of CPA's

Academy of General Dentistry

Academy of Political Sciences

Academy of General Practice of Pharmacy

Academy of Motion Pictures/ Arts and Sciences

Administrative Management Society

Adult Education Association of the United States

The Advertising Council, Inc.

Aero-Space Medical Association

Affiliated Advertising Agencies International

Air Transportation Control Association

American Academy of Arts and Sciences

American Academy of General Practice

American Academy of Health Administrators

American Academy of Political and Social Sciences

American Academy of Religion

American Accounting Association

American Advertising Federation

American Anthrological Association

American Association for Health, Recreation and Education

American Association for Inhalation Therapy

American Association for Rehabilitation Therapy

American Association for the Advancement of Science

American Book Sellers Assoc.

American Chamber of Commerce Executives

American College of Hospital Administrators

American Council on Consumer Interests

American Engineering Assoc.

American Association of Pastoral Counsellors

American Bankers Association

American Bar Association

Association of General Contractors of America

National Association of Home Builders of the U.S.

National Consumers League

American Society of Agricultural Engineers

National Federation of Independent Businesses

American Textile Manufacturers Institute

American Society for Training and Development

American Institute of Architecture

American Institute of Research Biologists

American Institute of Planners

American Institute of Mining, Metalurgist & Petroleum Engineers

American Library Association

Accounting Careers Council

Advertising Federation of America

Air Transport Association of America

American Accounting Association

American Optometric Association

American Society for Engineering Education

American Welding Society

Association for Computing Machinery

Automobile Manufacturers Association

B. F. Goodrich Company

Bell Telephone Systems

B'nai B'rith Vocational Services

Committee on Careers, National League for Nursing

Council on Medical Education in Hospitals of the American Medical Association

Council on Opportunities in Selling, Inc.

Council on Social Work Education

DuPont de Nemours & Company

Eastman Kodak Co. - Audio-Visual Services

Electronic Computer Programming Institute

General Motors Corporation

General Electric Company

Graphic Arts Distributors

Industrial Design Education Association

Industrial Designers Institute

Institute of the Aerospace Sciences

International Accountants Society

International Association of Firefighters

Manufacturing Chemists Assoc.

National Association of Dental Laboratories

National Association of Wholesalers

National Committee for Careers in Medical Technology

National Hairdressers and Cosmetologists Association

National Restaurant Association

Professional Photographers of America

Public Relations Society of America

Sales and Marketing International Youth Education

Science Clubs of America

Science of Conservation in America

Society of American Florists and
Ornamental Horticulturists

College of Life Underwriters

Business Equipment Manufacturers
Association

National Association of Retail
Credit

Joint Council on Economic Education

Federal Reserve Bank

Institute of Economic Development